

Utah State University Social Work Program



BSW Field Practicum Manual

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June 2014

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INTRODUCTION

The social work program at Utah State University educates students based on the generalist practice model which is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. The field practicum represents the culmination of undergraduate social work education. The field practicum forms the basis for the transition from student to professional practitioner and is a critical component of social work training. Thus, the roles played by the practicum team, practicum instructor, community social service agencies, and the integrative seminar are pivotal to the student's professional development.

The purpose of higher education for social work is to prepare students in a professional social work curriculum accredited by CSWE which includes completion of the field practicum internship experience that assures that students who enter the field are capable of practicing as professional social workers. Each component of the curriculum contributes to the student's development of generalist core competencies and the practice behaviors. The curriculum is centered on competence-based learning to prepare students with the knowledge and skills needed to enter and thrive in the professional workplace. Specifically, the curriculum focuses on the development of a professional identity based on ethical practice, critical thinking, human rights and social justice, and diversity in practice, as well as the methods of social work practice based on research-informed practice and practice-informed research, human behavior, policy practice, practice contexts, and the ability to engage, assess, intervene, and evaluate.

In the senior year, social work students serve an internship in which they integrate and apply the fundamental core competencies and practice behaviors of the profession in real world settings under professional social work supervision.

Students are expected to complete 480 hours (16 hours per week and 240 hours each semester) of field work during the fall and spring semesters of their senior year. Documentation of hours and supervision meetings with Field Practicum Instructors are required of all students. Students will track their weekly hours and supervision meetings each week and will be required to turn in documentation once a month via Canvas. The BSW field practicum is a concurrent experience and agency/student contracts are binding through both semesters. Students cannot complete their hours early.

This manual will help guide students through the field practicum experience. Contents include an overview of the social work program, CSWE core competencies and practice behaviors, philosophy, roles and responsibilities, placement process, policies and procedures, evaluation methods, and pertinent forms.

Overview of the Social Work Field Practicum Program

BSW SOCIAL WORK MISSION

THE SOCIAL WORK PROGRAM'S GUIDING EDUCATIONAL PHILOSOPHY IS BASED ON TWO BROAD TRADITIONS: GENERALIST SOCIAL WORK PRACTICE AND THE LAND-GRANT UNIVERSITY HERITAGE. THE SOCIAL WORK PROGRAM PROVIDES A LEARNING ENVIRONMENT FOR THOSE WHO SEEK TO ACQUIRE KNOWLEDGE AND SKILLS IN ORDER TO BRING ABOUT MEANINGFUL SOCIAL CHANGE IN INDIVIDUALS, GROUPS, COMMUNITIES, AND SOCIETY. THE PROGRAM PROVIDES GROUNDING IN GENERALIST SOCIAL WORK KNOWLEDGE, VALUES AND SKILLS SUCH AS CRITICAL THINKING, CLARIFICATION OF PERSONAL VALUES, AWARENESS OF DIVERSITY, PROFESSIONAL USE OF SELF, AND COMMUNICATION AND INTERPERSONAL RELATIONSHIP SKILLS. THE PROGRAM MISSION IS TO PREPARE SOCIAL WORKERS FOR GENERALIST PRACTICE IN A DIVERSE SOCIETY AND TO EQUIP STUDENTS WITH THE KNOWLEDGE AND SKILLS ESSENTIAL TO THE ENHANCEMENT OF THE QUALITY OF LIFE FOR ALL PERSONS.

BSW PROGRAM GOALS

There are two fundamental goals that guide the Social Work Program derived from both the University and Program missions. They are:

1. To prepare students for employment as generalist social workers or for advanced education through instruction in a professional foundation curriculum and liberal arts education coursework.
2. To prepare leaders for responsible citizenship, a commitment to respect for all people, and the quest for social and economic justice, as informed by their application of generalist social work knowledge, values, and skills.

Ethical Behavior. We encourage all of our students to join the National Association of Social Workers (NASW) and become involved in the NASW student unit as well as the state-level NASW. The national website is www.socialworkers.org and the one for the Utah Chapter is www.utnasw.org. NASW is the largest professional social work membership organization in the world, with 132,000 members; NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

The NASW *Code of Ethics* serves as a guide to the everyday professional conduct of social workers. This Code includes four sections: (1) *Preamble* summarizes the social work profession's mission and core values. (2) *Purpose of the NASW Code of Ethics* provides an overview of the main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. (3) *Ethical Principles* presents broad ethical principles, based on social work's core values that inform social work practice. (4) *Ethical Standards* includes specific ethical standards to guide social workers' conduct and provide a basis for adjudication. We expect all of our BSW students to become familiar with the *Code of Ethics* and to abide by its guidelines during the practicum and in their professional career. (See www.socialworker.org/pubs/code/default.asp)

Signature Pedagogy: Field Education. In social work, the signature pedagogy is field education. Signature pedagogy represents the central form of instruction and learning wherein the practicum socializes students to perform the role of practitioner. The intent of the field education component of the curriculum is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is the basic precept of social work education that the two interrelated components of the 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, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.

CSWE Educational Policy and Accreditation Standards. Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of social work 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. BSW practice incorporates all of the core competencies.

The social work program seeks to accomplish its mission through a curriculum that enables students to develop professional competencies which represent the program's goals. The table below indicates how the core competencies are assessed in this class. The field practicum addresses all the CSWE core competencies:

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly
- 2.1.2 Apply social work ethical principles to guide professional practice
- 2.1.3 Apply critical thinking to inform and communicate professional judgments
- 2.1.4 Engage diversity and difference in practice
- 2.1.5 Advance human rights and social and economic justice
- 2.1.6 Engage in research informed practice and practice-informed research
- 2.1.7 Apply knowledge of human behavior and the social environment
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social services
- 2.1.9 Respond to contexts that shape practice
- 2.1.10(a) Engage with individuals, families, groups, organizations, and communities
- 2.1.10(b) Assess individuals, families, groups, organizations, and communities
- 2.1.10(c) Intervenes with individuals, families, groups, organizations, and communities
- 2.1.10(d) Evaluates interventions with individuals, families, groups, organizations, and Communities

CSWE Core Competencies/Practice Behaviors in the BSW Field Practicum Experience

Competency	Practice Behavior	Learning & Assessment Method
1. Identify as a professional social worker and conduct oneself accordingly	a. Advocate for client access to the services of social work b. Practice personal reflection and self-correction to assure continual professional development c. Attend to professional roles and boundaries d. Demonstrate professional demeanor in behavior, appearance, and communication e. Engage in career long learning f. Use supervision and consultation self-improvement/self-care commensurate with generalist practice at all levels.	Learning Contract Learning Journals Agency Presentation Article Reviews Seminar Reflection Assignments and Participation

2. Apply social work ethical principles to guide professional practice	<ul style="list-style-type: none"> a. Recognize and manage personal values in a way that allows professional values to guide practice b. Make ethical decisions by applying standards of the NASW <i>Code of Ethics</i> and as applicable, of the IFSW /International Association of Schools of Social Work Ethics in Social Work, Statement of Principles c. Tolerate ambiguity in resolving ethical conflicts d. Apply strategies of ethical reasoning to arrive at principled decisions 	<p>Learning Contract</p> <p>Learning Journals</p> <p>Agency Presentation</p>
3. Apply critical thinking to inform and communicate professional judgments	<ul style="list-style-type: none"> a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom b. Analyze models of assessment, prevention, intervention, and evaluation c. Demonstrate effective oral/written communication in working with individuals, families, groups, orgs, communities, & colleagues 	<p>Article Reviews</p> <p>Seminar Reflection Assignments and Participation</p>
4. Engage diversity and difference in practice	<ul style="list-style-type: none"> a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege & power b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups c. Recognize and communicate understanding of the importance of difference in shaping life experiences d. View themselves as learners and engage those with whom they work as informants 	<p>Learning Contract</p> <p>Learning Journals</p> <p>Agency Presentation</p>
5. Advance human rights and social and economic justice	<ul style="list-style-type: none"> a. Understand the forms and mechanisms of oppression and discrimination b. Advocate for human rights and social and economic justice c. Engage in practices that advance social and economic justice 	<p>Article Reviews</p> <p>Seminar Reflection Assignments and Participation</p>
6. Engage in research-informed practice and practice-informed research	<ul style="list-style-type: none"> a. Use practice experience to inform scientific inquiry b. Use research evidence to inform practice 	
7. Apply knowledge of human behavior and the social environment	<ul style="list-style-type: none"> a. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation b. Critique and apply knowledge to understand person and environment 	
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services	<ul style="list-style-type: none"> a. Analyze, formulate, and advocate for policies that advance social well-being b. Collaborate with colleagues and clients for effective policy action 	<p>Learning Contract</p>

9. Respond to contexts that shape practice	<ul style="list-style-type: none"> a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services 	<p>Learning Journals</p> <p>Agency Presentation</p> <p>Article Reviews</p> <p>Seminar Reflection Assignments and Participation</p>
10a. Engage with individuals, families, groups, organizations, and communities	<ul style="list-style-type: none"> a. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities b. Use empathy and other interpersonal skills c. Develop a mutually agreed-on focus of work and desired outcomes 	<p>Learning Contract</p> <p>Learning Journals</p> <p>Agency Presentation</p>
10b. Assess individuals, families, groups, organizations, and communities	<ul style="list-style-type: none"> a. Collect, organize, and interpret client data b. Assess client strengths and limitations c. Develop mutually agreed-on intervention goals and objectives d. Select appropriate intervention strategies 	<p>Article Reviews</p> <p>Seminar Reflection Assignments and Participation</p>
10c. Intervenes with individuals, families, groups, organizations, and communities	<ul style="list-style-type: none"> a. Initiate actions to achieve organizational goals b. Implement prevention interventions that enhance client capacities c. Help clients resolve problems d. Negotiate, mediate, and advocate for clients e. Facilitate transitions and endings 	
10d. Evaluates interventions with individuals, families, groups, organizations, and communities	<ul style="list-style-type: none"> a. Social workers critically analyze, monitor, and evaluate interventions 	

Field Practicum Philosophy

The Bachelor of Social Work (BA/BS) Program at Utah State University is accredited by the Council on Social Work Education (CSWE). CSWE accrediting standards and the philosophy of field education are reflected in the field education learning goals based on core competencies and practice behaviors. Field experience is a component of the social work program curriculum which is experiential in nature. The ultimate purpose of a profession is practice and the purpose of professional education is to effectively teach generalist competencies and practice behaviors.

Learning through doing is the essence of field education. There are three kinds of learning to be accomplished:

1. **Learning to know:** mastery of knowledge.
2. **Learning to understand:** the student confronts directly the reality of working in an agency and use of self.
3. **Learning to do:** performance in the field directed toward the development of core competencies and practice behaviors which assures demonstrated capacity for professional intervention as a generalist social worker

Field Instruction. Practicum instructors are role models by which students develop their identification with the profession. Thus, the field setting becomes a socialization experience for students where they can learn about their own feelings and attitudes and have an opportunity to identify with the professional real world.

Practicum instructors play a key role in educating beginning social workers. The role of teacher is of utmost importance. Field work teaching is a tutorial situation between supervisor and student. Learning in the tutorial situation is direct, immediate, and personal. Learning takes place through reading, observation, and writing, participation, and supervisory conferences. It also takes place through activities such as attending staff meetings, conferences, visits with clients, and involvement in services to clients.

Supervision. Supervision is a key element in the educational experience. The field practicum education team and the agency field instructor are involved in ongoing professional social work supervision to make sure the student's internship experience coincides with his/her expected course of study.

Supervision is the **key** to success. Supervision by the field instructor and the faculty liaison should provide clear goals and structure, relevance, and actual experiences for development of core competencies and practice behaviors. Supervision should be approached in a positive manner with an ability to empathize with students. At a minimum, supervision should be provided for one hour once a week. The following should be provided in the supervision meeting:

1. Directions for students in planning their learning contracts as related to their work responsibilities which will help them develop competencies.
2. Supervision should include both giving and receiving feedback which will enhance and motivate student learning and development (see "The Developmental Stage of an Internship" below).
3. Supervision should help students understand not only the scope of their specific jobs but also its relationship to other jobs.
4. Sharing of knowledge and skills specific to the client population being helped by the agency to assure that all students are equipped with the necessary skills to deliver competent and

- ethical social work services.
5. The supervisory relationship is built on trust, confidentiality, support, and empathic experiences as well as constructive feedback, safety, respect, and self-care.
 6. Supervision encompasses evaluating the level of functioning in the work assignment, educating students to better understand social work philosophy, gain self-awareness, and refine knowledge and skills, and provide support for success and the encouragement of self-efficacy.

The field practicum experience can be expressed in a quote by T. S. Eliot, "we shall not cease from exploration and the end of all our exploring will be to arrive where we started and know the place for the first time."

The Developmental Stages of an Internship. The developmental stages of an internship are a working model based on the premise that students encounter issues and concerns at certain stages during their experience in the field (*The Successful Internship: Personal, Professional, and Civic Development* by H. Fredrick Sweitzer and Mary Kind, 2009). It is a useful theoretical framework for understanding the normal cycles success and discouragement associated with the internship experience. It also helps to resolve problems that are associated with the field experience. Below are listed each of stages a student may experience in a predictable manner and order, but not at the same rate of speed. The USU BSW Program utilizes this model to conceptualize the journey experienced by students in both the foundation and advanced practicum. Practicum instructors become acquainted with this model at field trainings and students through the integrative seminar.

Stage 1: Anticipation. *Associated Concerns:* Dealing with expectations and anxieties in reference to self (role, appropriate disclosure, self in authority role), supervisor (style, expectations, perception and acceptance, assessment), coworkers (organizational structure, standards of behavior, acceptance), agency (philosophy, norms, values, workload, hiring potential), clients (acceptance and perception, needs and presenting problems), life context (responsibilities, support system). *Response Strategies:* Realistic, clear, specific goals; clarify and assess expectations; make an informed commitment.

Stage 2: Disillusionment. *Associated Concerns:* Unexpected emotions, frustration, anger confusion, panic, adequacy of skills, breadth of demands relationship with clients, operating values of organization, disappointment with supervisor/coworkers. *Response Strategies:* Acknowledge gap between expectations and reality; normalize feelings and behaviors; acknowledge and clarify specific issues; acknowledge and clarify feelings.

Stage 3: Confrontation. *Associated Concerns:* Achieve independence, gain confidence, experience effectiveness, changes in opportunities, interpersonal issues, intrapersonal blocks. *Response Strategies:* Reassess goals and expectations; reassess support systems; develop specific strategies.

Stage 4: Competence. *Associated Concerns:* High accomplishment, investment in work, quality supervision, ethical issues, worthwhile tasks, home/self/career issues. *Response Strategies:* Share concerns openly; develop coping strategies.

Stage 5: Culmination. *Associated Concerns:* Termination with clients; case management issues; redefine relationships with supervisor, coworkers, faculty, and peers; ending studies; future plans. *Response Strategies:* Identify feelings; recognize unfinished business; Meet with supervisor; gather with colleagues; write final reflection.

Understanding of the five stages helps students and field supervisors to anticipate challenges and develop response strategies that are appropriate to unique learning experiences. This model helps students to engage in self-evaluation and understanding that facilitate professional growth and development.

GETTING THE MOST FROM THE PRACTICUM EXPERIENCE

Thought: “The cost of excellence is extra time, discipline, and hard work. The alternative is mediocrity.”

The USU BSW Program believes that students are responsible, along with the program and agency to help create a meaningful and positive practicum experience. We believe that making the most of your practicum experience entails initiative on your part in the following areas:

- Self-Understanding
- Reflection
- Creating Meaning in Your Education
- Profiting From Supervision
- Learning to be assertive

Self-Understanding. You need to understand yourself because no two students have the same experience, even if they are working at the same agency. Each internship experience is the result of a complex interaction between the individuals and groups that make up the placement site and each individual intern. It is our uniqueness that influences how we react to others and how they react to us (Refer to “The Developmental Stages of an Internship”). Each intern goes through developmental stages (Anticipation, Disillusionment, Confrontation, Competence, and Culmination) at their own pace and in their own way. Understanding your own development and experiences that happen to you during your internship as well as your particular style in handling the issues you face is an important part of professional growth. You must resolve your concerns or issues through supervision and problem-solving in order to move forward in your experience and continue to learn and grow.

Reflection. Reflection is fundamental to being an effective social worker. In order to turn your experience into learning you need to stop, recall events, analyze and process them. Reflection is what connects and integrates the service and is a powerful key to your success, your growth, your learning, and even your transformation. Developing the habit of productive reflection takes patience, practice, and discipline. Reflection is most productive when we set aside quiet time to think. The integrative seminar provides opportunities for reflective dialogue, support, the development of important relationships, and a variety of new learning experiences. The main purpose of the seminar is competency development, support, feedback, coordination, and obtaining important information.

Creating Meaning in Your Education. Recognize that many of the traits that you have as a student will no doubt carry over into your behavior as a worker. For example, if you have great difficulty in showing up for classes regularly you are likely to carry this habit into your intern setting. The reality of an educational program is that grades, requirements, courses, and evaluation matter. Evaluation follows you throughout your career and provides you with feedback necessary for growth.

Remember that helping is more than technique; it is an art that is an expression of who you are. Practical experiences in an agency help you learn about “the system” and how best to survive in it. Following are some suggestions on how to get the most value out of your field experience:

1. Seek a variety of experiences in your agency. You may learn what you don't want to do as well as what you like to do.
2. Take advantage of training opportunities so you can stay on the cutting edge of new developments and practices.
3. Let yourself fit into the agency, instead of trying to make it fit you. Be open to learning from the staff and the clients.
4. Strive to be flexible.
5. If there are certain aspects of your placement that you do not particularly like, don't write it off as a waste of time. Think of ways to make your experience more meaningful, rather than just telling yourself that you'll put in your time and get your credit. Create learning opportunities for yourself.
6. Make connections in the community. Networking will lead to a range of job opportunities in the future.
7. Be open to trying new things. Think and act in a self-directed way by involving yourself in a variety of activities.
8. Be prepared to adjust your expectations. Don't expect agency supervisors to give you responsibility for providing services to clients before they have a chance to know you.
9. Treat your placement like a job. Demonstrate responsibility, be on time, and strive to do your best.
10. Learn as much as you can about the structure of your agency and how to appropriately function within it.

Profiting from Supervision

1. Be open to learning. Be active in your learning. Focus on learning about client dynamics and learn strategies for intervening with specific problems. Also focus on your dynamics as a helper and as a person as well as on your behavior in relationship to your client.
2. Supervisors are role models. Learn to adopt some of their methods but don't copy their style. Develop your own style. Evaluate what works for you and what doesn't. A good question to ask is, "What fits my belief system, both personal and theoretical?"
3. It helps to realize that supervisors are people too. They get bogged down with their own responsibilities and burdens. As client loads grow and pressures increase, they may not initiate the regular supervision sessions that they have promised. **Let them know when you need help.** Communicate your needs in a clear, specific, and persistent way and you are likely to have your needs met.

Learning to be Assertive. Define how you want to spend your time in an agency, and get the supervision you need. Don't wait passively to be told what to do. At least think about what you would like to learn and what skills you would like to acquire. Your learning contract should guide you in meeting agency expectations and creating learning experiences for yourself.

What You Should Know For Success in the Field Practicum. The main purpose of the practicum is to help you develop competencies that are conceptual (analytic, problem-solving and organizational) skills, as well as interactional (interviewing, basic counseling, group work, advocacy work, and resource networking) skills.

Student and Program Expectations:

- A planned and structured learning experience which provides the student with an opportunity to learn social work practice on the conceptual and interactional level.
- A clear statement of learning and performance expectations.

- Consistent professional and educational supervision.
- An opportunity for individual and group learning experiences.
- Respectful and ethical treatment.
- An evaluation process which provides you with both positive feedback and constructive criticism.

Field Agency Expectations:

- That the student is assertive and prepared to express perceived learning needs.
- Participate actively and be available at crucial times in your agency.
- Perform ethically and competently.
- Cooperate fully with the Social Work Program and assigned agency.
- That the student regards the needs of the clients they serve with the utmost care and attention and function as a good citizen of the agency, program, and community.
- Clarifying with the field practicum instructor other specific agency expectations.

During the course of the year some students will encounter problems in their field placement. It is important to problem-solve with your agency supervisor and program supervisor. *“Remember it is always better sooner rather than later to explore options and how these problems can be solved.”* (Schneck, D. (Fall 1994). What social work students should know? *The New Social Worker*, 10-12.)

As faculty, we encourage you to achieve excellence in your practicum. Go the extra mile, make your practicum a priority (make any adjustments in your life so you can balance your senior year in a more effective way), be on time, behave professionally, develop positive rapport with all agency staff, and take every opportunity you have to learn social work. Excellence takes time, discipline and hard work but the alternative is mediocrity.

FIELD PRACTICUM ROLES AND RESPONSIBILITIES

The practicum director. The primary responsibility of the practicum director is to take leadership in orchestrating the overall learning experience of the practicum student by ensuring the development of effective program structures, procedures, operating policies, and evaluation processes for the practicum component of the curriculum. Acts as an advisor and mentor to faculty and students providing guidance in planning for the field experience including identification of learning needs and goals based on the objectives of the practicum field education program. Also acts as a mediator by assisting in the resolution of problems between student and the practicum instructor or other agency personnel. Overall, the practicum director is an essential leader in social work education that represents an essential link to the community, the students, and the social work program

Functions of the practicum director, assistant director and practicum coordinator/liaison.

Practicum Placement: Selects agencies, reviews the qualifications and expertise of Practicum Instructors and matches them with students learning needs; introduces students to field work agencies; finalizes the placement.

Linkage: Interprets school policies, procedures, and expectations to agencies and Practicum Instructors; assesses the fit between school curriculum and the educational experiences provided by the agency.

Evaluation: Evaluates students, Practicum Instructors, and agencies; assigns students grades; makes recommendations for ongoing placement in agencies, and uses outcome evaluation data to make continual improvements to the field practicum education program.

Administration: Ensures a quality structure for the integrative seminar, procedures, operating policies, and evaluation processes for the ongoing effectiveness of the practicum component of the curriculum.

FUNCTIONS OF FIELD EDUCATION TEAM

Advisor: Provides assistance to students in planning for practicum which includes identification of learning needs, long-term goals and educational experiences designed to meet those needs and goals.

Mentor: Guides and consults students in their professional development.

Monitor: Carries out on-going assessments of field work agencies, practicum instructors and student learning experiences to ensure that the student learning objectives and the social work program's expectations are met.

Consultant: Assists the practicum instructors in developing supervisory skills, techniques, and identification of learning styles. Provide course outlines and other materials needed to supervise students. Developing and providing training seminars during each academic year.

Teacher: Assist students with integration of course work and field work and serve as a role model to the student.

Mediator: Assist in resolving problems between student and the practicum instructor or other agency personnel.

Advocate: Provide relevant information, when necessary, to evaluate the students' field and academic performance and to make recommendations regarding the students' future educational and employment opportunities, and protect the student against unreasonable agency expectations or demands.

AGENCY AND SCHOOL RELATIONS Maintaining communication, accommodating change, evaluation, and coping with divergent interests and missions are all important aspects of the Practicum Field Program. The University, the agency, the student, and the Practicum Community Advisory Committee all have responsibilities to ensure a quality Practicum Program.

Responsibilities of the University

1. Development of appropriate placement sites for students.
2. Preparation of students for placement in the field.
3. Conduct finalization process of student placement in the agency.
4. Maintain ongoing relationships and communication with agencies through training, written material, and site visits.
5. To facilitate integration of learning in the field through the Integrative Seminar.
6. Enhance the teaching contribution of the Practicum Instructors by providing workshops, seminars and orientation sessions, course syllabi, manuals, program information, and

consultation.

Responsibilities of the Agency

1. Developing a learning climate and environment for the student in the agency which is conducive with social work practice.
2. Providing suitable space, desk, telephone, and other materials required for the student to work effectively.
3. Conducting interviews to recommended students for placement in the agency.
4. Conduct an orientation to the agency.
5. Involve the student in social work activities of the agency.
6. Document student's time spent within the agency on a monthly basis.
7. Provide formal and informal interactional supervision for the student.
8. Evaluate student progress on an ongoing basis and conduct a formal evaluation at the end of each semester.
9. Attend meetings sponsored by the University Social Work Program.

Responsibilities of the Student

1. Arranging an academic schedule that allows the student to be primarily involved with the agency.
2. Performing in an ethical, responsible, and professional manner by keeping commitments to the University, agency, clients, and profession.
3. The student is expected to behave as if in professional employment, notifying the Practicum Instructor of changes in schedule, absences, and tardiness.
4. Completing work assigned by the Practicum Instructor and being accountable for completing field work activities within specified deadlines.
5. Taking initiative in seeking consultation or help from the Practicum Instructor and/or the faculty liaison.
6. Conducting oneself as a member of the social work profession and abiding by agency policies and procedures.
7. Completing all fieldwork requirements, including learning contracts, supervision forms, time sheets, and evaluations during the course of the semester.
8. Maintaining confidentiality of clients and agency.

Responsibilities of the Practicum Community Advisory Committee. The Practicum

Community Advisory Committee is composed of interested social service personnel, including Field Practicum Instructors and a representative from the student social work organization who are interested in supporting the social work program. The committee meets once a year. The purpose of the committee is to keep the social work faculty in touch with the community, including staying informed about:

1. The current educational needs of baccalaureate-level social workers including the knowledge and skills needed for students to perform successfully in their internship.
2. The outlook for baccalaureate-level social worker in the local social services job market.
3. Local agency needs for practicum students.

FIELD PRACTICUM PLACEMENT PROCESS

OVERVIEW OF THE FIELD PRACTICUM REQUIREMENTS

Practicum Courses:

Fall Semester SW 4870: Beginning Field Practicum (6 credits)

Spring Semester SW 5870: Advanced Field Practicum (6 credits)

Field Work. Students will complete a total of 480 credits at their assigned agency. Fall Semester = 240 hours; Spring Semester = 240 hours; Weekly Totals over the 15 week semester = 16 hours. During your placement you are expected to follow all employee expectations. The Agency Practicum Instructor will provide an agency orientation at the beginning of the practicum placement. During the internship teaching/supervision will include a combination of individual conferences, on-the-spot consultations, agency staff meetings, in-service training, and assigned readings.

Integrative Seminar. The Practicum experience is enhanced through professional integrative seminars which ties the field practice experience to the academic program. Students meet regularly in the integrative seminar for the duration of their field placement which is a part of the credit hours for SW 4870 (6) and SW 5870 (6). The seminar facilitates the transition to the professional role as a generalist social work practitioner and promotes the application of social work practice with an emphasis on values, knowledge, skills, and competencies. Students are required to complete competency-based learning contracts and reflective assignments focused on their agency placement. The overall purpose of the integrative seminar is to provide students the opportunity to share experiences, work toward increased competency, prepare for professional employment, and receive additional knowledge that complements and supplements their academic and professional experience. The practicum grade is 60% performance in seminar and 40% performance in agency internship.

Program Supervision. Students will work directly with an assigned social work faculty member who will **advise** and **mentor** you in planning to meet your needs and goals of the practicum experience. They will also **monitor** your experience to make sure all expectations of the program and the agency are met. As a **teacher**, they assist you with integration of course and field work in the integrative seminar. They will assist you as a **mediator** in resolving any problems or challenges associated with your practicum experience.

FIELD PRACTICUM PLACEMENT PROCESS

1. Attend the agency orientation during spring semester (January). Applications are due the second week of February prior to the student's senior year.
2. Individual interviews with the practicum director/assistant practicum director will be held from in February to discuss your interests and abilities in the field.
3. Attend an interviewing seminar and receive placement agency assignment after Spring Break in March.
4. Schedule a placement interview with agency practicum instructor and return placement interview form to the assistant practicum director with comments
5. Final arrangements and contracts for placement will be made the end of spring semester by the practicum director/assistant practicum director.
6. Contact agency practicum instructor prior to the beginning of Fall Semester of senior year and arrange a schedule to start working at the agency the first week of school.
7. Register for the following courses during your practicum year: Fall Semester SW 4870: Beginning Field Practicum and SW CI 5350: Social Welfare Policy; Spring Semester SW 5870: Advanced Field Practicum; and any other courses required for graduation. Apply for graduation at the beginning of the fall semester of your senior year. Meet with your faculty advisor and the CHASS academic advisement office to make sure you are completing all graduation requirements.
8. Completion of the social work program coursework does not necessarily ensure meeting all the University graduation requirements. It is critical that you meet with the CHaSS academic advising office prior to the completion of the last two semesters of coursework.
9. All decisions for field practicum placement are ultimately made by the social work field practicum faculty.

FIELD PRACTICUM POLICIES AND PROCEDURES

CRITERIA FOR SELECTION OF FIELD PRACTICUM AGENCY SETTINGS

Agency selection involves criteria and mechanisms for finding, choosing, and preparing agencies to work with USU social work students and to meet their educational requirements.

In order to provide an appropriate professional education to social work students as required by CSWE Accreditation Standards, agencies should meet the following qualifications:

Agency Mission. Agency selection is based on the function of the agency, which must have a congruent purpose with the mission of the social work profession and the Utah State University social work program. The agency is expected to have a willingness to cooperate with the college program and have a commitment to the educational objectives of the program.

Purposes of the Social Work Profession. Selection of agencies is based on identifying with the profession through their mandate, purpose, professional staff, and approach to helping. The social work profession receives its sanction from public and private auspices and is the primary profession in the development, provision, and evaluation of social services. Professional social

workers are leaders in a variety of organizational settings and service delivery systems within a global context. The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons.

Generalist Approach. The program selects agencies that are based on a generalist conceptualization and problem-solving approach to practice. Student placement in the agency should introduce the student to the generic core or basic structure of the social work practice method. The social work sequence stresses problem solving at the interface of person and environment, which requires that students develop competencies and practice behaviors with individuals, families, groups, organizations, and communities.

Social work personnel. The agency should have trained social workers as members of the staff. Agencies must be committed to the education of social work students by affording staff resources and time for field instruction. One member of the staff, who meets the criteria for Practicum Instructor, will be designated to provide supervision for the student. Supervision should be provided at the work site by a competent, experienced, and concerned social worker.

Work site. Agency location should be within a manageable distance from the campus. The agency should provide mileage reimbursement if students are required to travel long distances or if use of vehicle is a frequent part of their work responsibilities. The agency should provide a designated work site for the student.

Sexual Harassment/Non-discrimination/Equal Opportunity-Affirmative Action Policies. Agencies must adhere to these policies in order to provide field placements.

Sexual Harassment Policy. Agencies working in cooperation with the Social Work Program should recognize and utilize University policy to deal with sexual harassment in the workplace and classroom setting.

Sexual harassment of any employee, student, or recipient of the services of this University is absolutely forbidden. Anyone who feels that she/he is the victim of sexual harassment or any supervisor or manager who is made aware of an alleged incident of sexual harassment will take immediate action to resolve the matter. Any individual may contact the University's Affirmative Action/Equal Opportunity (AA/EO) Office for advice, counseling, or clarification leading to an informal resolution of the matter. If an informal resolution is not accomplished or is not possible, further action, including the filing of a grievance and undertaking a formal inquiry/investigation, may be taken to facilitate a resolution pursuant to this policy.

Non-discrimination Policy. *All aspects of the social work program are conducted without discrimination on the basis of race, gender, age, religion, national origin, disability status, veteran status, or sexual orientation. The Affirmative Action/Equal Opportunity Office at Utah State University is responsible for overseeing compliance of a wide variety of federal/state laws executive orders and University policies that address equal opportunity in employment and education. Ultimately, it seeks to institutionalize affirmative action and equal opportunity concepts in everyday operations and activities. To accomplish this goal, it (1) advises and assists the Utah State University community in ensuring an equal opportunity environment free of discrimination and sexual harassment and (2) assist with proactive efforts to create a gender*

efforts to create a gender and ethnically diverse community of students, faculty and staff, in order to redress imbalances and enrich the University experience.

USU Policy Number 303 on Affirmative Action/Equal Opportunity. Utah State University ensures equal opportunity in all aspects of employment, programs and activities and prohibits discrimination based on race, gender, age, religion, national origin, disability status, veteran's status, or sexual orientation. In addition, USU policy number 339 specifically prohibits sexual harassment in the workplace. Also, USU policy number 305 provides discrimination complaint procedures. The Affirmative Action/Equal Opportunity office provides information and educational programs regarding equal opportunity and affirmative action including sexual harassment prevention training and diversity training; assists in setting goals and timetables for hiring; monitors hiring procedures, implements the grievance procedures for discrimination; and oversees the University's affirmative action plan. For further information please call 797-1266

Criteria for the selection of field practicum instructors. The practicum instructor plays a key role in the practicum program. The practicum instructor provides professional social work supervision and should have adequate time to develop and implement the student's field practicum experience. Qualifications of field instructors are based upon professional education, commitment to the values of the social work profession, competence in practice, and interest in supporting student education.

In order to meet the challenge of educating social work students and to meet the requirements of the Council on Social Work Education Accreditation Standards and Curriculum Policy Statement, the practicum instructor must have one of the following formal qualifications:

1. A DSW or a PhD in social services including sensitivity to the social work perspective and a minimum of two years practice experience.
2. An MSW or a Masters in a social science including sensitivity to the social work perspective and a minimum of two years practice experience.
3. A BSW with a minimum of two years of social work experience after graduation and sensitivity to the social work perspective.
4. A Bachelor's degree in the social or behavioral sciences with a minimum of five years of social work experience after graduation and a sensitivity to the social work perspective.

Other qualifications include:

1. Field instructors should have been employed with the field agency for at least one year prior to taking on field instruction responsibilities.
2. The Field Instructor should demonstrate: (a) a commitment to the learning-teaching transaction involving a reciprocal relationship with the student and (b) an understanding of the roles and expectations involved in field instruction, which include the following: providing supervision, an agreement to participate in field instruction training programs offered by the University, a willingness to work with the University and serving as a member of the Practicum Community Advisory Committee, a commitment to a view field instruction as encompassing the development of student core competencies, and a willingness to share their practice wisdom both in word and in action.

Placements outside the area. Arrangements for placement outside local area of the program will be approved only under exceptional circumstances. Students should have completed all of the course work required for the admission to the field practicum. Students should arrange their schedule to interface with program supervision protocols and complete the integrative seminar.

Access to the agency must be in a reasonable location for the field practicum education team to interface accordingly.

Employment-based placement. It is recommended that BSW students avoid full-time employment while in the field practicum which ensures that students have sufficient time and attention to meet the demands and expectations of both the field practicum and any remaining classroom requirements. Only in unusual circumstances, described below, and with the approval of the practicum director, will students working full-time in human service organizations be approved to complete their BSW field placement within the organization in which they are employed.

The following circumstances must be present to consider an employment-based option: evidence that the student would incur incapacitating financial hardship if not allowed an employment-based field placement as well as documentation that sufficient opportunities for new learning experiences are present within the current employment setting. Both student and agency are responsible for meeting the following criteria to gain approval of an employment-based practicum: 1) the employing organization must be able to provide sufficient new learning assignments to meet the required field placement hours, 2) field placement credit is only allowed for work outside of the student's usual employment work assignments, and 3) the student must receive weekly field instruction from a qualified social worker who is NOT the usual work supervisor.

A student who desires an employment-related field experience option should approach agency personnel and the practicum director for initial approval/permission to pursue the employment-related option. Upon initial approval, the student then submits the completed Employment Related Plan with appropriate agency signatures. All regular field practicum education policies and requirements still apply including the formal learning agreements and evaluations. The practicum director works closely with agencies and field liaisons to ensure these policies are followed.

Student monitoring process. Mechanisms that exist for the monitoring of student performance in the practicum include the following processes and procedures:

1. Field practicum team in-person site visits once per semester.
2. In addition to site visits ongoing consultation via phone and e-mail.
3. Field practicum team supervision meetings with students.
4. Professional integrative seminar learning journals and other written assignments.
5. Mid-semester evaluations of learning contract. The learning contract reflects the fundamental learning goals and objectives of the program in both the foundation and advanced practicum levels. It also reflects the interest of the student and the needs of the placement site. It is developed as a collaborative effort by student, field instructor, and faculty liaison.
6. Monitoring of students monthly time sheets and agency supervision sheets.
7. End of the semester performance evaluations (PIESI).

Changes in field placement assignment. Field internships are chosen after a very interactive and thoughtful process that includes the student, the agency, and the field practicum team. Once a student is placed at a practicum agency, it is expected that the student will complete the entire academic year at that internship. Disruption of a field internship is not taken lightly and changes will only be considered under serious circumstances (refer to the policy *Procedures for the Resolution of Field Problems*). The process for changing the field internship includes the student writing a **reflection statement** concerning their rationale for leaving this internship and what events led to this request. If the decision is made to change the students internship a

formal **termination plan** should be completed with the student and agency field instructor. A **final evaluation** of the student should be completed by the agency and a **verification of internship hours** completed. The following criteria are used for consideration of internship change:

- The student has moved to a new location that is more than a 30-mile drive from the internship agency.
- Transportation issues have arisen which make it difficult for the student to travel to the agency.
- The student has experienced a family/personal crisis which makes working with the current setting and clientele unmanageable.
- If a student identifies irreconcilable conflicts with the field instructor that they perceive as hindering a productive student-mentor relationship, the field practicum faculty liaison will evaluate the situation case-by-case.
- Agency concerns such as reorganization that significantly disrupts the student's learning, the agency has relocated, there is no one to serve as the practicum instructor that fits the program qualifications, or not enough learning experiences for the student.

Background checks. Background checks are required by most agencies. All students need to complete the expected forms in the agency before beginning their internship. During the student interview process it is important to find out all requirements for paperwork including medical testing. Conducting background checks is the responsibility of the agency and the student. If an agency is not able to pay for these additional requirements, then payment is the responsibility of the student.

Student safety. Students and agencies must work together to create a safe work environment. During orientation of the student to the agency safety policies and procedures should be discussed. Students and practicum instructors should discuss safety concerns during supervision meetings when applicable. Discussions during supervision should focus on, but not be limited to, safety issues in the community, during home visits, within the agency building, dealing with clients prone to violent behavior, and the security of personal items.

Students with disabilities. A student with a disability is protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1974 and may request accommodations through the Disability Resource Center (DRC) located in the University Inn). DRC phone 435-797-2444; toll free at 800-259-2966, or FAX 435-797-0130. The student should work closely with the field practicum faculty, the practicum instructor, and the DRC to discuss how accommodations will be implemented.

Procedures for resolution of field problems. A successful academic education and field practicum experience are critical indicators of readiness to assume professional responsibilities as a generalist social worker. Since field instruction is an essential requirement for the BSW, the student must earn a satisfactory grade in the integrative seminar and in the field as recommended by the agency practicum instructor.

Professional Competence. In the field, students must demonstrate ongoing development of core competencies and practice behaviors, professional conduct, relationship skills and behavior consistent with the values and ethics of the profession. Students are expected to adhere to the NASW *Code of Ethics*. Issues related to professional competence will be considered as factors in field grading and continuation. Any deficiency in academic or non-academic performance or behavior problems in the field will be brought to the student's

attention by the agency field instructor, faculty supervisor, and the Practicum Director as soon as it has been observed. In this way, the student, with the assistance of these professionals will have an opportunity to initiate timely corrective steps when appropriate.

A student's inability to meet specified standards signifies that a student is not adequately or appropriately performing at the level expected of an undergraduate social work student. The following presents examples, but not a complete list, of behaviors that may constitute professional concerns:

1. The inability or failure to engage in tasks associated with field education, as assigned by the agency.
2. The inability to accept constructive feedback and effectively utilize supervision from field instructors and/or faculty, and/or an inability to make changes recommended by this feedback.
3. Failing to adhere to attendance standards of the agency. Not consistently being where one is committed to be. Not reporting on time. Consistent lateness in meeting deadlines to complete work.
4. Failing to adhere to basic principles of social work practice which includes abiding by the NASW Code of Ethics, maintaining confidentiality, showing respect for clients, and using a nonjudgmental approach.
5. Rejection by two agencies during the field placement process for reasons related to appropriateness or readiness for placement. This includes the initial interview process as well as the assigned placement agency.

Ethical competence. The NASW *Code of Ethics* is the cornerstone of determining and guiding ethical behavior for social workers and students, and adherence to these ethical standards is a requirement and standard for the program. The following behaviors are some examples of behaviors that constitute a violation of the *Code of Ethics* which could result in dismissal from the program:

1. Engaging in sexual activities with clients;
2. Participation in dishonesty, fraud, deceit, or misrepresentation;
3. Exploitation of clients for personal advantage.
4. A conviction for a felony offense while in the program is an example of misconduct which may result in termination from the program.

Gate-keeping responsibilities. All parties involved (student, agency field instructor, faculty supervisor, and Practicum Director) are responsible for identifying issues and concerns in the field and are expected to conduct informal direct communication between relevant parties when appropriate. It is expected that most problems will be quickly addressed and easily resolved in this manner.

Student responsibilities. The student is responsible for notifying both the field instructor and the practicum faculty in a timely manner of any placement or performance concerns.

Agency field instructor responsibilities: The field instructor is responsible for ongoing observations of student performance in client and staff interactions and in written documentation. Should there be a problem a mid-semester evaluation should be conducted.

The field instructor is encouraged to provide ongoing constructive feedback to the student in reference to strengths and progress as well as any potential or noted problems in competency development, job performance, ethical considerations, or any other relevant issues.

Faculty responsibilities: The field practicum faculty monitors the student's progress through the student's participation in field seminars, individual conferences, reviewing evaluations, and monitoring student progress during agency field visits or other contacts with the student and field instructor. When problems in the placement occur, the faculty may assist the student in determining how to address the problem directly, may serve as a sounding board for the field instructor before he/she deals directly with the student, or may refer the student to additional resources to facilitate the student's ability to meet the performance standards of the field placement. The faculty will be actively involved in problem-solving activities related to the student's performance.

Routine process for ongoing communication and problem-solving. Problem-solving steps to address student competency and practice behavior areas in need of improvement are modeled after the intervention techniques commonly taught in social work.

1. A practicum instructor determines that there are concerns with a student's performance but thinks these issues can be resolved and a workable solution can be reached. The following process will be followed:

a. The practicum instructor should meet with the student to express concerns.

b. The practicum instructor will provide the program field liaison with a written document identifying the areas of concern.

c. If needed, a meeting will be held at the agency where areas in need of improvement are identified by student, field instructor, and program field liaison. A plan to address the problem is agreed upon and implemented.

2. A student is concerned with goodness of fit in agency and learning needs being met.

a. The student should meet with the practicum instructor to express their learning needs and find a workable solution.

b. The student should also meet with the program field liaison to address concerns and find a workable solution.

c. If needed, the program field liaison will consult with the practicum instructor and student towards a workable solution.

d. If it is assessed by all parties (student, practicum instructor, and program field liaison) that there is no workable solution, a change of placement will be considered and different options will be reviewed by the program field liaison in coordination with the Practicum Director.

3. A practicum instructor determines that there are concerns with a student's performance and the issues surrounding the circumstances are not resolvable at that point in time.

a. The practicum instructor should meet with the student to discuss the issues surrounding possible termination from the agency.

b. The practicum instructor will provide the program field liaison with written documentation identifying the areas of concern for possible termination from the agency.

c. When meetings to resolve the concerns have been unsuccessful with the student, the agency will move towards a termination process in consultation with the program field liaison.

d. The student will provide the program field faculty with written documentation addressing identified areas of agency concern and how these problems would be addressed should other suitable placements be determined as an option.

e. The student and program field liaison, in consultation with the practicum director, will discuss the options for finding another suitable placement and the appropriateness for continuing in the BSW program.

4. Program faculty or field practicum liaison determine that there are either/both academic or non-academic concerns at any point in the educational process or practicum placement process (during advanced course work, practicum orientation, placement process, assigned practicum agency, etc.). The field practicum education team and program administrations will meet to determine if the issues surrounding the circumstances are resolvable or not resolvable at that point in time.

a. The program field liaison and practicum director will provide written documentation identifying the areas of concern.

b. The program field liaison and practicum director will meet with the student to provide both verbal and written feedback of concerns and consult to determine if there is a workable solution.

c. The social work program reserves the right to deny continuation in the program. Discontinuation of a field placement cannot occur unless the appropriate steps of the problem solving process have been utilized.

Discontinuation from field practicum If a student is discontinued from the field or does not receive a satisfactory grade or report, all documentation will be completed by appropriate parties, distributed to the student, and placed in the student file. This report shall include a recommendation regarding further placement options. The student may be offered an opportunity to repeat the field experience after demonstrating that he/she has addressed the concerns leading to the original termination or failure. If the conclusion is reached that the student is unable to meet minimal performance standards in the field related to professional competence, ethical behavior and conduct, or is otherwise unsuited to the profession, the Practicum Director will advise the student of the options available.

Evaluation of student performance. Performance evaluation is an ongoing process throughout Practicum that begins with the student's first encounter with the Practicum Instructor in the placement interview, mid-year evaluation, and culminates in a final evaluation at the end of the placement.

Ongoing evaluation of the student's progress is a built-in aspect of supervision. Students are also expected to develop the ability to evaluate their own practice throughout the Practicum experience. Students are also encouraged and provided any opportunity to evaluate the agency, practicum instructor, faculty, and program.

There are three types of evaluation that take place throughout the entire Practicum sequence:

Ongoing student evaluation Ongoing evaluation of the student's progress is a built-in aspect of supervision and should regularly be discussed. Students are also expected to develop the ability to evaluate their own practice throughout the practicum experience.

Written student evaluation At the end of each semester, Practicum Instructors are asked to summarize their thoughts about the progress of students by completing structured evaluation forms that correlate with the expected development of core competencies and practice behaviors. If there is disagreement between student and Practicum Instructor concerning the outcomes of evaluation, the Practicum Director and/or appropriate field practicum team member, student and Practicum Instructor will meet to address these concerns. The Practicum Director and faculty will make the final decision on a student's grade.

Oral student evaluation In addition to the structured forms and agency supervision meetings, the practicum faculty will periodically meet with the student and their Practicum Instructor to review learning contracts and student progress. Students are expected to evaluate themselves in preparation for these three-way meetings and to contribute actively in the discussion. Practicum Instructors are encouraged to be candid and direct in their evaluation.

Components of performance evaluation. Students are evaluated on the ongoing development of core competencies and practice behaviors as well as professionalism. A variety of factors come under the heading of **professionalism**:

Dress and grooming: Conforming to agency standards and expectations.

Attendance: Consistently being where you have committed to be; report on time; stay late on occasion; come in on off days because you want to.; be willing to stay late for client-or-agency related crises.

Behavior and attitude: Be professional in your interaction and utilize appropriate communication skills.

Identity with social work as a profession: Understand what it means to be a social worker within your specific agency.

Use of time: Well organized, efficient, capable in priority-setting, fast worker, and productive.

Adherence to basic principles of social work practice: Abide by the NASW Code of Ethics; maintain confidentiality; show respect for clients; use a basically nonjudgmental approach; and so on.

Going the extra mile: Asking for extra or non-required readings as well as special experiences during placement.

Paperwork: Reports should be legible, accurate, on time, and so on.

Field Practicum Forms

BSW PRACTICUM APPLICATION

Name: _____

Current Address: _____

City: _____ State: _____ Zip Code: _____

Phone: _____ Sex: _____ Age: _____

E-Mail: _____ Cell Phone: _____

Summer Address:

City: _____ State: _____ Zip Code: _____

Summer Phone: _____

Interview Notes

Personal Information Form (given to placement agency)

Career Goals

Short Term Goals:

Long Term Goals:

My strengths as a social worker:

My limitations as a social worker:

Previous paid social work experience (specify):

Previous volunteer social work experience (specify)

Interest Information

Areas of interest (please rank order 1 thru 9):

- | | |
|-------------------------------------|---------------------------------------|
| ___ School Social Work | ___ Child and Family Welfare Services |
| ___ Criminal Justice | ___ Alcohol and Drug Abuse |
| ___ Community Service Organizations | ___ Mental Health |
| ___ Medical Social Work | ___ Disabilities |

Type of service (or setting) preferred and why:

Type of agency (or problem area the agency addresses) that would not be appropriate due to personal/religious beliefs, personal crisis, or situation that might affect your work in the agency?

Your preferred work style? (Circle one)

- Independent/Self-starter Moderately Independent Structure/Close Supervision

Comments:

Are you able to travel out of Logan to your placement? ___ Yes ___ No

Where is your place of employment?

How many hours a week do you work at your place of employment?

What are your regular work hours (days & times)? Do you have any flexibility in your work schedule?

List day and hours available for placement?

List your top five (5) placement choices: (Refer to Agency Profile Form) and think about your experience at the Agency Buffet and Agency Tours.

1st Choice: 2nd Choice 3rd Choice: 4th Choice: 5th Choice:

Are you currently undergoing any personal situation, or do you anticipate any upcoming situations, that might affect your work in the practicum? If so, please specify below. (Your confidentiality will be respected, so please be candid).

Will you be taking any classes over the summer, if so please list them.

How many total credits will you be taking Fall?

How many total credits will you be taking Spring?

Please answer these questions and turn in with your application to the practicum:

What are the most significant strengths that you bring to the practicum.

In what areas do you hope to develop additional competence and skill during the practicum?

What teaching methods and learning experiences will be most effective in helping you to acquire knowledge and develop social work practice skills?

As you begin your social work practicum, what are you most excited and enthusiastic about?

As you begin your social work practicum, what are your greatest fear or worries?

Given what you know about yourself and how you learn, what types of assistance, guidance, or structure would help you to lower your defenses and be more open to learning?

You will be spending 480 hours in your practicum setting. What do you expect from this investment of your time?

List the key things you are expecting of your agency-based practicum instructor (field supervisor)?

List the key things you expecting of your program faculty supervisor?

List the key things you are expecting of the practicum seminar (this is a seminar that helps you to integrate your field experience with practice-based knowledge)?

As with all learning opportunities, what you are willing to invest in the practicum determines what you will get out of it. List the key things you are expecting of yourself during the practicum?

What additional questions and concerns do you have about the practicum arrangement?

BSW Agency Information Form

Name of Agency: _____

Contact Person: _____

Address: _____

Phone: _____

E-Mail: _____

FAX: _____

NOTE: Upon receipt of this form a representative from the BSW field team will arrange a site visit at the agency.

Agency Description Please write a general description, including the mission and focus, of your agency:

Focus of Agency Practice Please write a description of the client population you work with and the services provided (if you have a brochure of the agency, please attach):

Internship Opportunities Please list below the activities, programs, and tasks that an BSW student could be involved with at both the foundation and advanced levels of practice:

Program Site Assessment Visit Summary:

BSW Field Instructor Information

Name: _____

Job Title: _____

Agency Name and Address: _____

Phone: _____

E-mail: _____

FAX: _____

Length of time employed in the agency: _____

Educational Background

Degree	School	Dates of Graduation

Work Experience

Agency	Job Title	Years of Employment

In the space below, please describe your interest in supervising BSW student

BSW Field Agency Visit

Date: _____

Agency: _____

Field Instructor Name:

Student Name: _____

Summary of Agency/Student Visit:

Activities student is Involved In:

Student/Agency comments on student progress

(Student Challenge Scale 0-10)

Plans for future:

Agency issues (if any):

Prepared by: _____

Notes and Comments:

BSW Agency and Field Practicum Agreement

The objective of this agreement is to provide specific guidelines to both agencies and practicum students of the Utah State University BSW Program.

The Utah State University BSW Program and _____ (assigned agency) mutually agree that the Agency will provide a field placement for educational and on-the-job training experiences that would be beneficial to undergraduate social students.

The agreement will be in effect as of _____ and will end upon completion of the experience not to exceed the current academic year of student placement.

During this period of time, the Agency and the Social Work Program will mutually agree on the student assignments (learning contract) and the accepted level of academic preparation required for each student.

Each party agrees to be responsible for its own wrongful or negligent acts or omissions, and those of its officer, employees, agents, or students to the full extent required by law. The university is a governmental entity as that term is defined in the Governmental Immunity Act, U.C.A. 1953, Section 63-30-1 et seq., and is bound thereby. The University also agrees that all participating students will be reasonably insured against negligent acts or omissions that may occur in the performance of their duties under this agreement.

All parties agree to abide by the Utah State University commitment to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age or status as a disabled person with a disability. The University seeks to provide equal access to its programs, services and activities for people with disabilities. USU Policy number 303 on Affirmative Action/Equal Opportunity.

The Utah State University Social Work Program establishes criteria for agencies to be used for practicum instruction, in accordance with standards set forth by the Council on Social Work Education. The following information provides important guidelines for all practicum settings:

The Agency:

1. The agency philosophy of service shall be compatible with the educational objectives of social work which embody the values and ethics of the social work profession.
2. The administrator and staff supervising students shall be qualified by experience and training in a way which leads them to respect professional education and have an understanding of its goals. They shall also be willing to undertake, individually and collectively, the various responsibilities that a practicum instruction program entails.
3. Field instructors must be fully integrated staff members and be granted time in their regular workload to provide practicum supervision, attend workshops, and meet with practicum coordinators.
4. The agency must provide qualified field instructors for the students. Qualified instructors for BSW students must have completed two years of post-BSW practice experience, hold appropriate licensure at the SSW and/or CSW or LCSW level, demonstrate a commitment to social work values and supervision of students.

The School:

1. The BSW Program, in collaboration with the Agency, shall develop a learning contract of potential learning experiences and evaluate the Agency's ability to provide the minimum requirements for specified practicum outcomes.

2. The BSW Program shall select and refer students for interviews with the agency to determine if their educational development can be served by the agency.
3. The BSW Program shall assign a Faculty Liaison who shall assist the Agency, the Field Instructor, and the Student in developing educational experiences for professional growth which are consistent with program goals/objectives.
4. The BSW Program shall provide ongoing consultation and training for Field Instructors.

The Field Instructor:

1. The Field Instructor shall provide a minimum of one hour per week of individual supervision with the Student(s).
2. The Field Instructor shall provide educational experiences which will assist the Student in completing the practicum requirements.
3. The Field Instructor shall meet with the assigned Faculty Liaison and Student on a regular basis to evaluate the student's progress.

The Student:

1. The Student shall abide by the practicum guidelines as specified in the *MSW Practicum Manual*.
2. The Student shall participate with the Field Instructor in developing plans and methods to meet their practicum requirements.
3. The Student shall adhere to all tenets of the *NA SW Code of Ethics*, including maintaining confidentiality in all aspects of client and Agency contacts and records.
4. If the Student receives a stipend, he/she shall be responsible for taxes or Social Security withholding as required by the Internal Revenue Service.

AGENCY SIGNATURE: _____ DATE: _____

PROGRAM SIGNATURE: _____ DATE: _____

BSW Learning Contract (SW 4870/SW 5870)

Listed below are the 10 Competencies and associated Practice Behaviors that should be incorporated into the Learning Contract. Practice Behaviors are *italicized* followed with examples of possible tasks, learning activities, and/or strategies. Students also need to think about agency specific tasks that are assigned directly by the agency and how those fit into increasing your practice behaviors.

Instructions: Students should review the core competencies and practice behaviors listed below in collaboration with their Field Instructor and Faculty Liaison to set appropriate goals in the context of your assigned agency. Once this form is completed please keep a copy for yourself and provide one for your agency practicum instructor. The program expects to see a completed copy by the middle of October.

Documentation of Progress: Students should bring a copy of the learning contract to each individual supervision meeting and discuss your progress in the development of core competencies and practice behaviors. Progress should be noted on the *Agency Supervision Conference Form*. Field Agency Instructors will evaluate you each semester on each of the core competencies and practice behaviors (i.e. not yet competent, competent, highly competent) in reference to your work at the agency.

2.1.1 Core Competency: Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

Practice Behaviors

- a. *Advocate for client access to the services of social work*
- b. *Practice personal reflection and self-correction to assure continual professional development*
- c. *Attend to professional roles and boundaries*
- d. *Demonstrate professional demeanor in behavior, appearance, and communication*
- e. *Engage in career-long learning*
- f. *Use of supervision and consultation*

Examples of Possible Tasks/Learning Strategies/Activities. I will visit 2 agencies that provide referrals to our agency to better understand the resources and services available to our clients; I will attend at least one community meeting [e.g., interagency council meeting, etc.] to learn more about resources; I will review the Workforce Development website to learn more about resources; I will keep a journal of situations I experience at my practicum about what I am learning about myself; I will engage in self-evaluation by meeting with my supervisor and discussing my strengths and areas of improvement; I will interview 1 social worker about boundary issues and serving clients; I will identify 2 situations that tested my boundaries; I will recognize the different roles I am in as an intern while working with clients; I will refrain from making negative comments about fellow interns and staff; I will interact with others in a polite manner; I will go to my internship appropriately dressed; I will conduct any communication (email, phone, face-to-face) in a professional manner; I will attend at least 2 agency in-services and actively participate in both; I will familiarize myself with the literature related to the client populations the agency serves; I will bring a planned supervision agenda to each individual meeting; I will review cases with my supervisor during supervision.

Instructions: Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation that relates to the practice behaviors in the box below.

2.1.2 Core Competency: Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Practice Behaviors

- a. *Recognize and manage personal values in a way that allows professional values to guide practice*

- b. *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 Philosophy*
- c. *Tolerate ambiguity in resolving ethical conflicts*
- d. *Apply strategies of ethical reasoning to arrive at principled decisions*

Examples of Possible Tasks/Learning Strategies/Activities. I will identify 2 ways client values differ from my own and recognize how or why that may through supervision and journaling; I will identify 2 ethical issues for reflection; I will identify 2 ethical decisions and note what part of the Code of Ethics applies during supervision; I will review the NASW Code of Ethics; I will shadow my supervisor to observe different ways of handling an ethical dilemma; I will participate in treatment team or staff meetings to learn from other professionals different ways to problem-solve; during supervision, I will present a case and share with my supervisor multiple ways of resolving a conflict; I will research strategies of ethical decision-making and apply one of the strategies to a case and share results with my supervisor; I will interview co-worker to determine how he/she handles ethical dilemmas.

Instructions: Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation that relates to the practice behaviors in the box below.

2.1.3 Core Competency: Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Practice Behaviors

- a. *Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom*
- b. *Analyze models of assessment, prevention, intervention, and evaluation*
- c. *Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues*

Examples of Possible Tasks/Learning Strategies/Activities. I will discuss with my supervisor evidenced-based practice and how the agency incorporates evidenced-based practice into their work; I will review resources that have informed practice for my agency and discuss the application for personal and professional use; I will understand the various aspects of services offered at the agency; I will discuss the assessment, prevention, intervention and evaluation approaches with 2 staff at agency; I will review completed paperwork with my supervisor; I will ask for feedback from my supervisor on my oral and written communication skills twice during the semester; I will become familiar with the record keeping process of the agency.

Instructions: Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation that relates to the practice behaviors in the box below.

2.1.4 Core Competency: Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Practice Behaviors

- a. *Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power*
- b. *Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups*
- c. *Recognize and communicate their understanding of the importance of difference in shaping life experiences*
- d. *View themselves as learners and engage those with whom they work as informants*

Examples of Possible Tasks/Learning Strategies/Activities. I will learn 5 ways the culture of poverty hinders our clients; I will identify ways that social services also hinder clients; I will gain knowledge by speaking with 2 co-workers about client population's barriers for them gaining access to resources; I will keep journals and attend staff meetings to help me acknowledge my own reactions and discomforts, and be able to express them either verbally or in writing; I will share personal biases and values during my supervision time; I will find ways to address biases; I will discuss the ideas of entitlement and attitudes and how they affect biases and personal values; I will identify 2 ways that clients' culture and/or upbringing helps/hinders them in social systems; I will read one journal article or book on diversity; I will appropriately ask questions of clients to better understand their situations; I will interview co-workers to learn more about their experiences with diversity.

Instructions: Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation that relates to the practice behaviors in the box below.

2.1.5 Core Competency: Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Practice Behaviors

- a. *Understand the forms and mechanisms of oppression and discrimination*
- b. *Advocate for human rights and social and economic justice*
- c. *Engage in practices that advance social and economic justice*

Examples of Possible Tasks/Learning Strategies/Activities. I will identify 2 ways our clients experience oppression and discrimination and explain how each form is used in supervision; I will review one journal article on forms of oppression and discrimination; I will learn about fundraising resources for services offered by my agency; I will familiarize myself with current political events and discuss their effects on clients with my supervisor; I will review one journal article on social and economic justice.

Instructions: Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation that relates to the practice behaviors in the box below.

2.1.6 Core Competency: Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Practice Behaviors

- a. *Use practice experience to inform scientific inquiry*
- b. *Use research evidence to inform practice*

Examples of Possible Tasks/Learning Strategies/Activities. I will research at least 3 past records to discover prior intervention attempts for clients; I will read one journal article or book on a topic relevant to the population I am working with; I will research and document 2 different ways to engage and intervene with a client serviced by my agency.

Instructions: Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation that relates to the practice behaviors in the box below.

2.1.7 Core Competency: Apply knowledge of human behavior and the social environment (HBSE). Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Practice Behaviors

- a. *Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation*
- b. *Critique and apply knowledge to understand person and environment*

Examples of Possible Tasks/Learning Strategies/Activities

I will complete an eco-map with one of my clients; I will review the search institute website; I will educate myself about the clients by reading the client files and noting certain characteristics related to their environments.

Instructions: Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation that relates to the practice behaviors in the box below.

2.1.8 Core Competency: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

Practice Behaviors

- a. *Analyze, formulate, and advocate for policies that advance social well-being*
- b. *Collaborate with colleagues and clients for effective policy action*

Examples of Possible Tasks/Learning Strategies/Activities. I will read the agency policy and procedure manual and discuss what I learned with my supervisor; I will select one particular policy of the agency to gain more understanding and discuss with supervisor.

Instructions: Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation that relates to the practice behaviors in the box below.

2.1.9 Core Competency: Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Practice Behaviors

- a. *Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services*
- b. *Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services*

Examples of Possible Tasks/Learning Strategies/Activities. I will discuss with my supervisor how client interventions can change as clients' situations shift; I will interview a staff member regarding agency history and how it has changed over the years and why the changes were made; I will discuss the demographics of who seeks services at our agency with my supervisor; I will offer suggestions to my supervisor as to how the agency could better reach populations or develop more sustainable services.

Instructions: Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation that relates to the practice behaviors in the box below.

2.1.10 Core Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Practice Behaviors

ENGAGE

- a. *Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.*
- b. *Use empathy and other interpersonal skills.*
- c. *Develop a mutually agreed-on focus of work and desired outcomes*

ASSESS

- a. *Collect, organize, and interpret client data.*
- b. *Assess client strengths and limitations.*
- c. *Develop mutually agreed-on intervention goals and objectives.*
- d. *Select appropriate intervention strategies*

INTERVENE

- a. *Initiate actions to achieve organizational goals.*
- b. *Implement prevention interventions that enhance client capacities.*
- c. *Help clients resolve problems.*
- d. *Negotiate, mediate, and advocate for clients.*
- e. *Facilitate transitions and endings*

EVALUATE

a. *Social workers critically analyze, monitor, and evaluate interventions*

Examples of Possible Tasks/Learning Strategies/Activities. Demonstrate engagement by using interpersonal skills, i.e., I will select one interpersonal skill to become more effective at in engaging clients; During staff meetings I will actively listen, participate, and ask questions as appropriate; I will keep a reflective journal of how I use my interpersonal skills to engage clients; Demonstrate assessment by analyzing strengths and limitations, identify treatment goals and plan interventions, i.e., I will participate in 2 observations of an intake, client session, or group. I will write a report of what I learned; Develop interventions that resolve problems by using negotiation, mediation and advocacy; I will participate in at least 2 services offered by the agency (e.g., intakes, individual or group work, community events); I will discuss issues of interventions of the agency (e.g., what is working and what is not) in supervision; I will read one article about intervention with the client population we serve; review client progress during supervision, staff meetings, or other treatment care meetings in the agency; Discuss agency evaluation protocols in the agency with supervisor.

Instructions: Please write THREE TO FOUR Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation that relates to the practice behaviors in the box below.

BSW AGENCY SUPERVISORY CONFERENCE

Planning on the part of both the student, Practicum Instructor, and Practicum Director is important in supervisory conferences. This form is to help you plan for your supervisory conference meeting and document the accomplishments of your learning contract goals as related to the development of core competencies.

NAME: _____

DATE: _____

These are the topics or themes I want to discuss in the meeting:

Discussion of learning contract goals and documentation of accomplishment:

Feedback received during conference:

These are the tasks I want to prepare/or accomplish for my next supervisory conference:

Next supervisory conference will be:

Date: _____ Time: _____

Student Signature: _____

Practicum Instructor Signature: _____

Faculty Liaison Signature: _____

BSW FACULTY PROGRAM SUPERVISORY CONFERENCE

NAME: _____

DATE: _____

Themes to discuss in the meeting (practicum experience, integration/relationships in the agency, assigned activities and how they relate to social work practice, learning goals, concerns, etc.)

Discussion of Learning Contract Goals and Accomplishments:

Feedback received during conference:

Student Signature: _____

Faculty Supervisor Signature: _____

BSW MONTHLY SUMMARY TIME SHEET

Student Name: _____

Agency Name: _____

Month and Year: _____

TOTAL HOURS

(Record the total of your weekly hours for the month and attach weekly time sheets)

I certify that the student did work the above hours:

Signature: _____

Agency Practicum Instructor _____

BSW AGENCY WEEKLY TIME SHEETS

Student Name: _____

Agency Name: _____

Date	Hours Worked	Description of Work Activities

Total Hours for Week:

Student Signature

BSW PROGRAM INSTRUCTOR EVALUATION OF STUDENT INSTRUMENT (PIESI)

1. **BSW Student Name (Last, First):** _____
2. **Practicum Instructor (your) Name (Last, First):** _____
3. **Practicum Agency Name:** _____

Listed below are the 10 competencies and practice behaviors expected of foundation BSW Social Work students in performance of their agency practicum responsibilities. Please rate your student's competency level related to each practice behavior on a continuum from "not yet competent" to "highly competent".

Foundation Competency 1. Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth (In rating each of the following think about how the student displayed professional behavior specific to the agency).

	Not yet competent	Competent	Highly competent
Advocates for client access to the services of social work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practices personal reflection and self-correction to assure continual professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attends to professional roles and boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates professional demeanor in behavior, appearance, and communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages in career-long learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses supervision and consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Foundation Competency 2. Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law (In rating each of the following think about how the student practiced within the agency laws, policies, and procedures).

	Not yet competent	Competent	Highly competent
Recognizes and manages personal values in a way that allows professional values to guide practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerates ambiguity in resolving ethical conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applies strategies of ethical reasoning to arrive at principled decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Foundation Competency 3. Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information (In rating each of the following

think about how the student used reasoned discernment as they performed their responsibilities in the agency).

	Not yet competent	Competent	Highly competent
Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzes models of assessment, prevention, intervention, and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Foundation Competency 4. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim (In rating each of the following think about how the student demonstrated an understanding of diversity in their assigned work with clients).

	Not yet competent	Competent	Highly competent
Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes and communicates their understanding of the importance of difference in shaping life experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Views her/himself as a learner and engages those with whom she/he work as informants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Foundation Competency 5. Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice (In rating each of the following think about how the student demonstrates an aptitude for advancing human rights and social/economic justice in their work with clients).

	Not yet competent	Competent	Highly competent
Understands the forms and mechanisms of oppression and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocates for human rights and social and economic justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Engages in practices that advance social and economic justice	○	○	○
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Please make a comment explaining your ratings.

Foundation Competency 6. Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge (In rating each of the following think about how the student utilized research to inform their practice with clients).

	Not yet competent	Competent	Highly competent
Uses practice experience to inform scientific inquiry	○	○	○
Uses research evidence to inform practice	○	○	○

Please make a comment explaining your ratings.

Foundation Competency 7. Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development (In rating each of the following think about how the student actually applied theory of human behavior in their work with clients)

	Not yet competent	Competent	Highly competent
Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation	○	○	○
Critiques and applies knowledge to understand person and environment	○	○	○

Please make a comment explaining your ratings.

Foundation Competency 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development (In rating each of the following think about how the student demonstrates an understanding and acts within agency policy and procedure).

	Not yet competent	Competent	Highly competent
Analyzes, formulates, and advocates for policies that advance social well-being	○	○	○
Collaborates with colleagues and clients for effective policy action	○	○	○

Please make a comment explaining your ratings.

Foundation Competency 9. Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively (In rating each of the following think about how the student contributed ideas and was involved in supervision, staff meeting, and agency services).

	Not yet competent	Competent	Highly competent
Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	○	○	○
Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	○	○	○

Please make a comment explaining your ratings.

Foundation Competency 10.A. Engage with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

	Not yet competent	Competent	Highly competent
Substantively and affectionately prepares for action with individuals, families, groups, organizations, and communities	○	○	○
Uses empathy and other interpersonal skills	○	○	○
Develops a mutually agreed-on focus of work and desired outcomes	○	○	○

Please make a comment explaining your ratings.

Foundation Competency 10.B. Assess individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

	Not yet competent	Competent	Highly competent
Collects, organizes, and interprets client data	○	○	○
Assesses client strengths and limitations	○	○	○
Develops mutually agreed-on intervention goals and objectives	○	○	○
Selects appropriate intervention strategies	○	○	○

Please make a comment explaining your ratings.

Foundation Competency 10.C. Intervenes with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

	Not yet competent	Competent	Highly competent
Initiates actions to achieve organizational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements prevention interventions that enhance client capacities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps clients resolve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiates, mediates, and advocates for clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates transitions and endings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Foundation Competency 2.1.10.D. Evaluates interventions with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

	Not yet competent	Competent	Highly competent
Social workers critically analyze, monitor, and evaluate interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

What grade would you give this student this semester (A, A-, B+, B, B-, etc.)?

Please make a comment explaining your recommended grade.

Date Evaluation Complete:

MM DD YYYY
 / /



Bachelor of Social Work Program
 Department of Sociology, Social Work & Anthropology
<http://socialwork.usu.edu>

Student Evaluation of Practicum Agency, Practicum Supervisor and Faculty Liaison (SEPAF)

- 1. BSW Student Name (Last, First): _____
- 4. Practicum Agency Supervisor Name (Last, First): _____
- 5. Practicum Agency Name: _____
- 6. USU Faculty Liaison's name: _____

Listed below are several areas that facilitate student growth in the training process. Please evaluate your agency experience during the year using the following rating system:

- 1: Below Expectations
Agency provided adequate experience but was not always consistent.
- 2: Met Expectations
Agency provided experience in a satisfactory way.
- 3: Exceeded Expectations
Agency was exceptional in providing a well-rounded experience.

1. Agency provided sufficient opportunities for the development of professional competencies and practice behaviors (e.g, provided training related to competency development).

<input type="radio"/> 1: Below Expectations	<input type="radio"/> 2: Met Expectations	<input type="radio"/> 3: Exceeded Expectations
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Comment

2. Professional Atmosphere

Demonstrated adherence to NASW Code of Ethics; showed respect for clients and professionals working in the agency; provided opportunities for professional development.

<input type="radio"/> 1: Far Below Expectations	<input type="radio"/> 2: Below Expectations	<input type="radio"/> 3: Met Expectations	<input type="radio"/> 4: Exceeded Expectations	<input type="radio"/> 5: Far Exceeded Expectations
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Comment

3. Supervision

Provided orientation to the Agency; provided opportunities to participate in staff meetings; provided weekly formal supervision; demonstrated support and availability when needed; exhibited knowledge of theory and practice; facilitated a variety of opportunities for development of professional competencies and practice behaviors.

<input type="radio"/> 1: Far Below	<input type="radio"/> 2: Below	<input type="radio"/> 3: Met	<input type="radio"/> 4: Exceeded	<input type="radio"/> 5: Far
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Expectations	Expectations	Expectations	Expectations	Exceeded Expectations
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Comment

4. Facilities

Provided adequate workspace for accomplishment of assigned tasks; access to computers and other necessary materials were provided.

● 1: Far Below Expectations	● 2: Below Expectations	● 3: Met Expectations	● 4: Exceeded Expectations	● 5: Far Exceeded Expectations
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Comment

5. Social Work Opportunities

Provided opportunities for intake and assessment; allowed sufficient opportunity for contact with clients, client groups, and the community; allowed for both breadth and depth of experience; provided opportunities to learn documentation and record-keeping procedures.

● 1: Far Below Expectations	● 2: Below Expectations	● 3: Met Expectations	● 4: Exceeded Expectations	● 5: Far Exceeded Expectations
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Comment

6. OVERALL RATING OF AGENCY EXPERIENCE

● 1: Far Below Expectations	● 2: Below Expectations	● 3: Met Expectations	● 4: Exceeded Expectations	● 5: Far Exceeded Expectations
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Comment

7. OVERALL RATING OF PRACTICUM INSTRUCTOR/SUPERVISOR

● 1: Far Below Expectations	● 2: Below Expectations	● 3: Met Expectations	● 4: Exceeded Expectations	● 5: Far Exceeded Expectations
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Comment

8. The Field Liaison (USU Faculty Member) provided sufficient support throughout the semester.

● 1: Far Below	● 2: Below	● 3: Met	● 4: Exceeded	● 5: Far
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Expectations	Expectations	Expectations	Expectations	Exceeded Expectations
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Comment

9. The Field Liaison (USU Faculty Member) contributed to my professional development as a social worker (e.g., addressing professional competencies and practice behaviors during program supervision meetings and professional integrative seminar).

● 1: Far Below Expectations	● 2: Below Expectations	● 3: Met Expectations	● 4: Exceeded Expectations	● 5: Far Exceeded Expectations
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Comment

10. Date Evaluation Was Completed

MM DD YYYY
 /

BSW Competency Self-Efficacy Survey (SSEA)

BSW Student Name: _____

Listed below are the 10 competencies and associated practice behaviors BSW students are expected to achieve during the foundation component (first 30 semester hours) of the program. Please rate your competency level related to each practice behavior on a continuum from "not yet competent" to "highly competent". Circle your rating

Competency 1. Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

	Not yet competent	Competent	Highly Competent
Advocate for client access to the services of social work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice personal reflection and self-correction to assure continual professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend to professional roles and boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate professional demeanor in behavior, appearance, and communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in career-long learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use supervision and consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Competency 2. Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

	Not yet competent	Competent	Highly Competent
Recognize and manage personal values in a way that allows professional values to guide practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerate ambiguity in resolving ethical conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply strategies of ethical reasoning to arrive at principled decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Competency 3. Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

	Not yet competent	Competent	Highly Competent
Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze models of assessment, prevention, intervention, and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Please make a comment explaining your ratings.

Competency 4. Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

	Not yet competent	Competent	Highly Competent
Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize and communicate understanding of the importance of difference in shaping life experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
View myself as a learner and engage those with whom I work as informants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Competency 5. Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

	Not yet competent	Competent	Highly Competent
Understand the forms and mechanisms of oppression and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate for human rights and social and economic justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in practices that advance social and economic justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

Competency 6. Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

	Not yet competent	Competent	Highly Competent
Use practice experience to inform scientific inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use research evidence to inform practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

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Competency 7. Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

	Not yet competent	Competent	Highly Competent
Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critique and apply knowledge to understand person and environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

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Competency 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

	Not yet competent	Competent	Highly Competent
Analyze, formulate, and advocate for policies that advance social well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with colleagues and clients for effective policy action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

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Competency 9. Respond to the contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. (In rating each of the following think about how the student contributed ideas and was involved in supervision, staff meeting, and agency services).

	Not yet competent	Competent	Highly Competent
Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

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Competency 10 A, B, C, D. Engage with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

10. A. ENGAGE

	Not yet competent	Competent	Highly Competent
Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use empathy and other interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a mutually agreed on focus of work and desired outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

10. B. ASSESS

	Not yet competent	Competent	Highly Competent
Collect, organize, and interpret client data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess client strengths and limitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop mutually agreed-on intervention goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select appropriate intervention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

10. C. INTERVENE

	Not yet competent	Competent	Highly Competent
Initiate actions to achieve organizational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement prevention interventions that enhance client capacities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help clients resolve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiate, mediate, and advocate for clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate transitions and endings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.

10. D. EVALUATE

	Not yet competent	Competent	Highly Competent
Critically analyze, monitor, and evaluate interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please make a comment explaining your ratings.