

# Utah State University Social Work Program



## *BSW Field Practicum Manual And Syllabi*

**Prepared by**

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Practicum Director**

Fall 2018/Spring 2019

**Fall 2018**  
**SW 4870: Integrative Seminar**  
**Assignments and Class Schedule**

**UTAH STATE UNIVERSITY**  
**Social Work Program**  
**SW 4870: Beginning Field Practicum**  
**Professional Integrative Seminar**

**Instructor: Professor Moises Diaz, Assistant Practicum Director/Field Liaison; 435-797-8258; [moises.diaz@usu.edu](mailto:moises.diaz@usu.edu)**

**Instructor: Professor Shannon Browne, Field Liaison; 435-797-1206; [Shannon.browne@usu.edu](mailto:Shannon.browne@usu.edu)**

**Instructor: Becky Montoya, MSW, Program Coordinator, Field Liaison; 435-797-2238; [becky.montoya@usu.edu](mailto:becky.montoya@usu.edu)**

**Learning Activities and Evaluations:** Active attendance and participation is expected and will count towards your letter grade. The seminar will consist of reflective discussions based on field experiences and relevant aspects of social work practice as related to the development of core competencies and practice behaviors. Course evaluation assignments are explained in the matrix below. The Integrative Seminar is based on experience-based learning designs and exercises as well as group consultation and discussion. **Please note that you are expected to be in seminar during fall semester on Tuesdays at 7:30 a.m. for the following dates:** Aug. 28, Sept. 4 & 11, & 25; Oct. 9 & 23; Nov. 6 & 27.

**Professional Integrative Seminar Assignments**

<b>Due Date</b>	<b>Course Evaluation Assignments</b>
Fall Semester Week 3 September 11	<b>Professional Self-Care Plan</b> – Each student will review an article, complete some self-assessments, and review a video on self-care/mindfulness, as well as submit a self-care plan. Every month in your developmental stages reflections you will be expected to discuss your thoughts about your practice of self-care.
Fall Semester Week 5 September 25	<b>Agency Presentation Handout</b> The purpose of this assignment is for students to become familiar with their field practicum agency, community resources, and agency practice policies (HIPAA).
Fall Semester Week 8 October 16	<b>Learning Contract</b> Students will develop a learning contract consisting of goals and objectives that are focused on possible tasks, learning activities, and strategies associated with the placement agency, which help to develop the expected competencies and practice behaviors of a generalist social work practitioner.  <b>Meeting with Social Work Program Faculty</b> Each student will meet at mid-semester with their assigned faculty member to discuss practicum experience, learning contract, and development of professional use of self.
Fall Semester Week 12 November 13	<b>Ethical Dilemma Paper</b> The purpose of this assignment is for students to demonstrate their ability to think ethically about professional dilemmas that arise in the context of social work practice. Take a situation from your practice and analyze it utilizing the ETHIC Decision-Making Model developed by Congress (1999).
Fall Semester Due on a monthly basis	<b>Paperwork:</b> In the Fall semester the BSW Student and Field Practicum Agency Agreement is required to be turned in at the start of the semester. At the end of each month each student should turn in a copy of your Hour Log and Supervision Log. Students are required to complete a total of 480 hours (228 hours in agency and 12 hours in integrative seminar <b>attendance and assignments</b> per semester). <b>Each student will also turn in a 1 page Developmental Stages Monthly Reflection</b> , which accompanies your hour log and supervision sheet. Students who do not turn paperwork in on a regular basis will receive partial credit and a grade drop increment (i.e. A to A-), as well as loss of points for lateness.

## PROFESSIONAL INTEGRATIVE SEMINAR ASSIGNMENT DETAILS

### Assignment 1: Agency Presentation Handout

Students are to submit a handout, which includes the following:

- An administrative chart of the agency structure.
- A description of where you fit in the structure including your role in the context of the agency.
- A description of the services provided by your agency including: (a) purpose of agency, (b) services provided, (c) procedures for obtaining services, (d) the practice model, approach, or philosophy agency, and (e) how does your agency address confidentiality and protect private health information (HIPAA Laws).

### Assignment 2: Developmental Stages Monthly Reflection

- Focus on your development as an intern. Utilizing the developmental stages of an intern (anticipation, disillusionment, confrontation, and competence) discuss the process of your own development as a professional social worker. Please note that these reflections are to be turned in on a monthly basis.
- Discuss several examples of experiences where you have observed the development of your helping style including professional use of self and competency development and practice behaviors.
- Reflect on how you practice self-care and how you have utilized your self-care strategies for preventing, managing, and coping this semester including experiences with barriers that challenged you in maintaining your self-care practices and how your genuine commitment helped you or lack of commitment hindered you.

**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 the five 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.

### Assignment 3: Professional Self-Care Plan

Professional self-care is an essential practice for your social work career. It is important to develop and maintain a realistic self-care plan that may be applied during your undergraduate studies, as well as beyond in your social work career. Each student will review an article and video on self-care/mindfulness and submit a self-care plan addressing each of the points below. Every month in your developmental stages reflections you will be expected to discuss your thoughts about your practice of self-care. \*The format for developing a self-care plan is based in part on materials provided by Sandra A. Lopez, LCSW, ACSW, University of Houston, Graduate School of Social Work.

**Part 1:** Review the article entitled *Mindfulness, Self-Care, and Wellness in Social Work: Effects of Contemplative Training* by McGarrigle/Walsh and watch the 44 minute video on psychotherapy.net entitled *Mindfulness for Life: An Interview with Jon Kabat-Zinn*. Write a substantial single-spaced one-page paper regarding what you learned from the article/video and how it applies to your role as a social work intern.

**Part 2:** Develop your own professional self-care plan (2-3 pages in length). As you develop this plan you will be expected to complete several worksheets to provide you with some self-awareness on your current practice of self-care. The self-care plan should clearly and thoughtfully discuss what you learned about yourself from each of the worksheets, your maintenance self-care strategies, barriers to maintaining your self-care practices, how you will make a genuine commitment to self-care practices, and your plan for emergency self-care.

- Identify what you do now to manage your life stress by completing the **Lifestyle Behaviors Worksheet** and discussing the results in your self-care plan.
- Identify what you are already doing in reference to self-care by completing the **Self-Care Assessment Worksheet** and discuss the results in your self-care plan.
- **Identify self-care strategies** (for preventing, managing, and coping):
  - What can you do to prevent stress, burnout or compassion fatigue from occurring?
  - Explore activities you are engaged in now as well as ones you could do in the future.
  - Think of as many realistic and practical activities as possible so you have many self-care practices to draw from when you need support.
  - Think about which ones fit for you right now, your personality, and life schedule.
  - Reflect on maintenance self care strategies, which refers to the activities that you have identified as important to your wellbeing and that you can commit to engage in on a regular basis by completing the **Maintenance Self-Care Worksheet**.
- **Identify the barriers** to maintaining your self-care practices:
  - What might challenge your commitment to your self-care plan?
  - How can you cope with these barriers as they happen?
- **Make a genuine commitment:**
  - To practice self-care how can you make sure you are fully committed to this practice?
  - How will you remind yourself and practice self-care?
  - Over-time, how will you make certain that you will adhere to your established self-care plan?
- Planning what you would do under extremely difficult circumstances, although rare, is also important. Develop a framework using the **Emergency Self-Care Worksheet** as a part of your self care plan that can be utilized when faced with a crisis or feeling overwhelmed.

## Assignment 4: Ethical Dilemma Paper

Ethical decision-making is a practice reality. Social work ethics clarify the ethical aspects of professional practice and help practitioners recognize the morally correct way to practice and serve as a guideline for effective decision-making. The purpose of the assignment is for you to demonstrate your knowledge and skills to engage in effective decision-making.

### Ethical Dilemma Paper Outline

**Instructions:** Take a situation from your practice and analyze it utilizing the ETHIC Decision-Making Model developed by Congress (1999). See pages 10 to 13 of the Practicum Manual explaining the components of the decision making model and other aspects of ethical decision making.

### Paper Components:

1. Describe a situation from your practice where you might run into an ethical Dilemma. This can be a situation your practicum instructor has experienced or one that could be a potential problem in your placement setting. These could range from issues regarding confidentiality, reporting child abuse and neglect, dual relationships, etc. (for example, in a school how might you proceed in working with an at-risk student whose parent refuses to give permission; in a school how might you deal with teachers asking you about particular students you are working with who do not have the student as a teacher; what would you do in a situation where you were asked to work with a student whose parents were your best friends).
2. Describe and discuss the relevant personal, societal, agency, professional, and client values that you would examine to inform your decision recognizing that all of these values influence decision-making.
3. Describe and discuss the ethical standards of the NASW Code of Ethics/relevant laws and apply them to the situation. Discuss and refer to specific areas of the code and how these inform the decision making process. The code can be found at the NASW website: ([www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp)).
4. Describe and discuss your hypotheses about possible consequences of the different decisions you might make regarding the situation. Think about the different scenarios and list the pros and cons of those possible actions as well as analyze the possible results. This helps the social worker to decide which is the preferred alternative for the specific incident.
5. Describe and discuss who will benefit and who will be harmed in view of social work's commitment to the most vulnerable. Social workers are often faced with deciding between two bad alternatives rather than between one that is clearly right. We have a responsibility to identify and nurture strengths of those who are vulnerable by expanding choices and opportunities.
6. Describe and discuss the importance of consulting with supervisor and colleagues about the most ethical choice. Provide examples of what kinds of questions would you pose to your supervisor or colleagues that might help you in your decision-making process?



# UTAH STATE UNIVERSITY SOCIAL WORK

## Professional Use of Self

### Grading Rubric

<b>Area of Professional Use of Self</b>	Exceptional 10 points	Meets Expectations 8 points	Needs Improvement 5 points	Poor 3 points	Unacceptable 0 points
Attendance					
Timeliness					
Class Participation					
Ethics					
Responsibility & Preparedness					
Classroom Behavior					
Communication					
Self-awareness					
Interpersonal Interaction					
Self-care					
				<b>Total</b>	

## **Definitions: Areas of Professional Use of Self**

**Attendance:** Consistent attendance in all social work courses is an expectation of our program. It demonstrates a professional commitment to educating and preparing a student for the field. If circumstances arise in which a student must be absent from class it is expected that they notify the instructor in advance. Most regional campus social work courses are held once weekly. It is a program policy that a student will receive a deduction of one letter grade on the third absence regardless of excuse.

**Timeliness:** Being on time to class, meetings with faculty, and other program functions demonstrates professional behavior and respect for others. Students are expected to be prompt.

**Class Participation:** Students are expected to actively engage in classroom activities and discussions with appropriate and meaningful contributions, e.g., ask questions, share opinions/observations, provide objective feedback to peers, engage in class exercises and complete reading in the class process. It is understood that not all students will feel comfortable sharing oral comments in class. However, each student is still expected to be attentive and engaged, and to make occasional comments in class.

**Ethics:** Social workers adhere to the NASW Code of Ethics in practice. Students, who are social workers in training, are expected to abide by the Code of Ethics (where applicable) and the University Code of Conduct in all social work courses. Students should show integrity and academic honesty in all of their work. Furthermore, students should conduct themselves in line with the core values of the social work profession.

**Responsibility and Preparedness:** Professionals take ownership for themselves, their work, and their ultimate success. Students are expected to take responsibility for their learning and development during their social work education. This is demonstrated by completing required readings, activities, and assignments, as well as coming prepared to engage in class in a meaningful way. Students should use available resources to seek out answers to questions about course expectations and course content.

**Classroom Behavior:** The way students conduct themselves in the classroom is reflective of how they will conduct themselves in the field. Students should treat the classroom environment as a professional setting. It is expected that students approach class discussions and activities with respect, openness, and fairness. Students should recognize that their behavior also impacts the learning of their peers. In broadcast-connected classrooms without an instructor present students should conduct themselves as they would in a face-to-face classroom.

**Communication:** Communication is an essential skill of a professional social worker. Students are expected to engage in verbal and written communication using professional language and practices. All exchanges with faculty (including email) and peers should be considered to be professional interactions and treated as such.

**Self-Awareness:** The development of self-awareness is one of the most important processes of social work education. Self-awareness is a conscious knowledge of one's own attributes, values, thoughts, feelings, biases, and behaviors, as well as the impact of one's self on others. It is expected that students will be diligent in learning, reflecting on, and monitoring themselves in terms of how they both influence and are influenced in a classroom environment. Students should be thoughtful, open, and respectful in giving and receiving feedback from faculty and peers.

**Interpersonal Interaction:** The most significant tool that a social worker has access to in working with client systems is their own use of self. Developing an effective style of interpersonal engagement skills is critical for success in the social work classroom and in the field. This skill includes professional dress, grooming, and demeanor. It also includes attributes such as authenticity, empathy, positive regard, openness, tolerance, and assertiveness. Students are expected to practice and further develop these skills in the social work classroom.

**Self-care:** Self-care is a competency of social work practice. Self-care refers to activities and practices that can be engaged in on a regular basis to reduce stress and maintain holistic health and well-being. Self-care is necessary to be successful and effective in maintaining professional commitments. Students should begin a pattern of meaningful self-care during their academic training, and especially during their field placement experience.

**Method of Evaluation:** Student grades will take into consideration performance in the field, participation and attendance in professional integrative seminar, demonstration of professional use of self, completion of practicum paperwork, and completion of learning assignments. In fairness to all class members, papers submitted after the due dates will be reduced in grade. If prior arrangements are made with the instructor ahead of time because of illness or other contingencies full credit can be received.

**Please note** the key to doing well in this class is simple: come to class on time, well-prepared, follow the directions specified in the assignments, don't hesitate to ask for clarification as needed, and remember that both the content and quality of your written and oral products are important. **The completion of every assignment is required for credit in the course and a letter grade. Late assignments will receive partial credit.**

**Classroom Participation:** Students are expected to attend all in-person seminars. At the discretion of the professor (see Program Attendance Policy) missing any seminar will result in grade increment drops (i.e. A to A-). Factors that will be considered by the professor in the calculation of your class attendance and seminar student engagement include the following: (1) observation of student investment in class activities and small group discussions including mental engagement and contributions to the quality of the seminar experience for self and other students, (2) observed efforts to attend and participate in class to the fullest possible extent, and (3) professional use of self (see pg. 7 & 8).

Practicum Instructor's Evaluation	350
Professional Use of Self - (Attendance, Participation, etc.)	100
Learning Contract	100
Monthly Agency Time, Supervision Sheets, and Developmental Stages Monthly Reflection (75 points for each month Aug/Sept, Oct, Nov/Dec)	225
Meeting with Social Work Faculty	50
Professional Self-Care Plan	75
Agency Presentation	40
Ethical Dilemma Paper	<u>60</u>
<b>Total Points</b>	<b>1000</b>

A	=	100-94	A-	=	93-90
B+	=	89-87	B	=	86-84
B-	=	83-80	C+	=	79-77
C	=	76-74	C-	=	73-70
D+	=	69-67	D	=	66-60
F	=	59 or Less			

### Week by Week Class Schedule - Fall Semester 2018

Seminar Dates	Class Schedule
<b>Week 1</b> <b>Aug 28</b>	<b>Seminar Discussion:</b> Review Field Practicum Expectations, Integrative Seminar Expectations, and Learning Contracts
<b>Week 2</b> <b>Sept 4</b>	<b>Seminar Discussion:</b> Learning Contracts and Utilizing Supervision
<b>Week 3</b> <b>Sept 11</b>	<b>Seminar Discussion:</b> Making the Most of Your Practicum, The Developmental Stages of An Internship, and Graduate School <b>DUE:</b> PROFESSIONAL SELF CARE PLAN ASSIGNMENT
<b>Week 4</b> <b>Sept 18</b>	<b>NO SEMINAR – Work in Agency</b>
<b>Week 5</b> <b>Sept 25</b>	<b>Seminar Discussion:</b> Ethics, Confidentiality, and HIPAA Laws <b>DUE:</b> AGENCY PRESENTATION HANDOUT
<b>Week 6</b> <b>Oct 2</b>	<b>NO SEMINAR</b>
<b>Week 7</b> <b>Oct 9</b>	<b>Seminar Discussion</b>
<b>Week 8</b> <b>Oct 16</b>	<b>NO SEMINAR – Work in Agency</b> (Arrange for a meeting with assigned Faculty member) <b>DUE:</b> LEARNING CONTRACT
<b>Week 9</b> <b>Oct 23</b>	<b>Seminar Discussion</b>
<b>Week 10</b> <b>Oct 30</b>	<b>NO SEMINAR – Work in Agency</b>
<b>Week 11</b> <b>Nov 6</b>	<b>Seminar Discussion</b>
<b>Week 12</b> <b>Nov 13</b>	<b>NO SEMINAR – Work in Agency</b>  <b>DUE:</b> ETHICAL DILEMMA PAPER
<b>Week 13</b> <b>Nov 20</b>	<b>NO SEMINAR:</b> Thanksgiving Holiday
<b>Week 14</b> <b>Nov 27</b>	<b>Seminar Discussion</b>
<b>Week 15</b> <b>Dec 4</b>	<b>NO SEMINAR – Work in Agency</b>
<b>Practicum Paperwork</b>	<b>Paperwork:</b> At the end of each month each student should turn in a copy of your Hour Log and Supervision Log. Students are required to complete a total of 480 hours (228 hours in agency and 12 hours in integrative seminar <b>attendance and assignments</b> per semester). <b>Each student will also turn in a 1 page Developmental Stages Monthly Reflection</b> , which accompanies your hour log and supervision sheet. Students who do not turn paperwork in on a regular basis will receive partial credit and a grade drop increment (i.e. A to A-), as well as loss of points for lateness.

**Spring 2019**  
**SW 5870: Integrative Seminar**  
**Assignments and Class Schedule**

**UTAH STATE UNIVERSITY**  
**Social Work Program**  
**SW 5870: Advanced Field Practicum**  
**Professional Integrative Seminar**

Instructor: Professor Moises Diaz, Assistant Practicum Director/Field Liaison; 435-797-8258; [moises.diaz@usu.edu](mailto:moises.diaz@usu.edu)

Instructor: Professor Shannon Browne, Field Liaison; 435-797-1206; [Shannon.browne@usu.edu](mailto:Shannon.browne@usu.edu)

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**Learning Activities and Evaluations:** Active attendance and participation is expected and will count towards your letter grade. The seminar will consist of reflective discussions based on field experiences and relevant aspects of social work practice as related to the development of core competencies and practice behaviors. Course evaluation assignments are explained in the matrix below. The Integrative Seminar is based on experience-based learning designs and exercises as well as group consultation and discussion. **Please note that you are expected to be in seminar during spring semester on Tuesdays at 7:30 a.m. for the following dates:** Jan. 8 & 22; Feb. 5 & 19; March 5 & 19; April 2 & 16.

**Professional Integrative Seminar Assignments**

Due Date	Course Evaluation Assignments
Spring Semester Week 3 – Jan 22	<p><b>Updated Learning Contract</b>            Students are expected to review their learning contract with their Agency Field Instructor and note on the contract accomplishments and add new or additional tasks, strategies, or activities for the development of competencies.</p> <p><b>Optional Meeting with Social Work Program Faculty</b>            Each student is welcome to meet with assigned faculty member at any point during the semester to discuss practicum experience and preparing for graduation (resumes, graduate school, etc.).</p>
Spring Semester Week 8 – Feb 26	<p><b>Mindfulness in Practice with Clients Article Review</b>            The purpose of the article review is for you to become familiar with the research that is being done and how it informs social work practice.</p>
Spring Semester Week 13 – Apr 9	<p><b>Philosophy Paper</b>            The paper serves as a way for students to demonstrate the link between theory and practice/field practicum. It is in essence a narrative essay about your social work experience in the BSW program.</p>
Spring Semester Due on a monthly basis	<p><b>Paperwork:</b> At the end of each month each student should turn in a copy of your Hour Log and Supervision Log. Students are required to complete a total of 480 hours (228 hours in agency and 12 hours in integrative seminar <b>attendance and assignments</b> per semester). <b>Each student will also turn in a 1 page Developmental Stages Monthly Reflection</b>, which accompanies your hour log and supervision sheet. Students who do not turn paperwork in on a regular basis will receive partial credit and a grade drop increment (i.e. A to A-), as well as loss of points for lateness.</p>

## PROFESSIONAL INTEGRATIVE SEMINAR ASSIGNMENT DETAILS

### Assignment 1: Mindfulness in Practice Article Review

Read the following three (3) articles below and prepare a substantial and thoughtful paper using specific examples and application to your own field practicum experience (3 pages) based on the focus questions.

**Stallman, H. M., Ohan, J. L., & Chiera (2018). The Role of Social Support, Being Present, and Self-kindness in University Student Psychological Distress. *Australian Psychologist*, 52-59.**

Focus Questions:

- What did you learn about the importance of social support, being present, and self-kindness?
- Discuss some ideas about how you could apply this information to the population of clients you are working with.

**Witkiewitz, K., Bowen, S., Harrop, E. N., Douglas, H., Enkema, M. & Sedgwick, C. (2014). Mindfulness-Based Treatment to Prevent Addictive Behavior Relapse: Theoretical Models and Hypothesized Mechanisms of Change. *Substance Use & Misuse*, (49), 513-524.**

Focus Questions:

- Discuss what you learned about mindfulness practices in the treatment of addiction.
- What are your thoughts and ideas regarding theoretical models, treatment, and behavior change when using mindfulness-based treatment.

**Wisnerk, B. L., Jones, B., & Gwin, D. (July 2010). School-based meditation practices for adolescents: A resource for strengthening self-regulation, emotional coping, and self-esteem. *Children Schools*, 32:3, 150-159.**

Focus Questions:

- Discuss what you learned about school-based meditation practices for adolescents?
- Discuss examples of how meditation could apply to settings other than school-based settings and with various populations of clients.

### Assignment 2: Developmental Stages Monthly Reflection

- Focus on your development as an intern. Utilizing the developmental stages of an intern (anticipation, disillusionment, confrontation, and competence) discuss the process of your own development as a professional social worker. Please note that these reflections are to be turned in on a monthly basis.
- Discuss several examples of experiences where you have observed the development of your helping style including professional use of self and competency development and practice behaviors.
- Reflect on how you practice self-care and how you have utilized your self-care strategies for preventing, managing, and coping this semester including experiences with barriers that challenged you in maintaining your self-care practices and how your genuine commitment helped you or lack of commitment hindered you.

**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 the five 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.

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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.

### **Assignment 3: Philosophy Paper**

The philosophy paper flows naturally from both classroom theory and field practicum learning. The paper (4-5 pages) serves as a way for students to demonstrate the link between theory and practice. It is in essence a narrative essay about your social work experience in the BSW program. Through this process the student should be better able to analyze her/his own experience in the development of competencies and practice behaviors. The following elements should be included in your paper:

- (1) Reflect on your identity as a professional social worker. Please discuss your personal definition of social work practice and why you selected social work as a profession. Discuss ways that a BSW social work education fits your future practice goals. Please discuss your personal commitment to the profession's enhancement and your own professional conduct and growth (i.e. advocacy, personal reflection, self-correction, professional demeanor, career-long learning, and the use of supervision and consultation).
- (2) Describe your social work experience in your practicum and what you have learned about engaging, assessing, intervening, and evaluating individuals, families, groups, organizations, and communities. Please share specific examples and experiences.
- (3) The paper should include a discussion of your philosophy about the following aspects of social work practice:
  - A. The importance of practice-informed research and research-informed practice. Share an experience of how you have used critical thinking to monitor and evaluate interventions at all levels of practice through the application of research and practice/program evaluation knowledge and skills.
  - B. Share an experience and discuss what you have learned about working competently with diverse populations using culturally relevant, strengths-based and empowering methods, programs, policies and services.
  - C. Share several experiences regarding the development of your competencies in engaging, assessing, intervening, and monitoring & evaluating interventions with clients through a well-developed, professional use of self, as well as application of integrated theoretical knowledge and skills.



# UTAH STATE UNIVERSITY SOCIAL WORK

## Professional Use of Self

### Grading Rubric

<b>Area of Professional Use of Self</b>	Exceptional 10 points	Meets Expectations 8 points	Needs Improvement 5 points	Poor 3 points	Unacceptable 0 points
Attendance					
Timeliness					
Class Participation					
Ethics					
Responsibility & Preparedness					
Classroom Behavior					
Communication					
Self-awareness					
Interpersonal Interaction					
Self-care					
				<b>Total</b>	

## **Definitions: Areas of Professional Use of Self**

**Attendance:** Consistent attendance in all social work courses is an expectation of our program. It demonstrates a professional commitment to educating and preparing a student for the field. If circumstances arise in which a student must be absent from class it is expected that they notify the instructor in advance. Most regional campus social work courses are held once weekly. It is a program policy that a student will receive a deduction of one letter grade on the third absence regardless of excuse.

**Timeliness:** Being on time to class, meetings with faculty, and other program functions demonstrates professional behavior and respect for others. Students are expected to be prompt.

**Class Participation:** Students are expected to actively engage in classroom activities and discussions with appropriate and meaningful contributions, e.g., ask questions, share opinions/observations, provide objective feedback to peers, engage in class exercises and complete reading in the class process. It is understood that not all students will feel comfortable sharing oral comments in class. However, each student is still expected to be attentive and engaged, and to make occasional comments in class.

**Ethics:** Social workers adhere to the NASW Code of Ethics in practice. Students, who are social workers in training, are expected to abide by the Code of Ethics (where applicable) and the University Code of Conduct in all social work courses. Students should show integrity and academic honesty in all of their work. Furthermore, students should conduct themselves in line with the core values of the social work profession.

**Responsibility and Preparedness:** Professionals take ownership for themselves, their work, and their ultimate success. Students are expected to take responsibility for their learning and development during their social work education. This is demonstrated by completing required readings, activities, and assignments, as well as coming prepared to engage in class in a meaningful way. Students should use available resources to seek out answers to questions about course expectations and course content.

**Classroom Behavior:** The way students conduct themselves in the classroom is reflective of how they will conduct themselves in the field. Students should treat the classroom environment as a professional setting. It is expected that students approach class discussions and activities with respect, openness, and fairness. Students should recognize that their behavior also impacts the learning of their peers. In broadcast-connected classrooms without an instructor present students should conduct themselves as they would in a face-to-face classroom.

**Communication:** Communication is an essential skill of a professional social worker. Students are expected to engage in verbal and written communication using professional language and practices. All exchanges with faculty (including email) and peers should be considered to be professional interactions and treated as such.

**Self-Awareness:** The development of self-awareness is one of the most important processes of social work education. Self-awareness is a conscious knowledge of one's own attributes, values, thoughts, feelings, biases, and behaviors, as well as the impact of one's self on others. It is expected that students will be diligent in learning, reflecting on, and monitoring themselves in terms of how they both influence and are influenced in a classroom environment. Students should be thoughtful, open, and respectful in giving and receiving feedback from faculty and peers.

**Interpersonal Interaction:** The most significant tool that a social worker has access to in working with client systems is their own use of self. Developing an effective style of interpersonal engagement skills is critical for success in the social work classroom and in the field. This skill includes professional dress, grooming, and demeanor. It also includes attributes such as authenticity, empathy, positive regard, openness, tolerance, and assertiveness. Students are expected to practice and further develop these skills in the social work classroom.

**Self-care:** Self-care is a competency of social work practice. Self-care refers to activities and practices that can be engaged in on a regular basis to reduce stress and maintain holistic health and well-being. Self-care is necessary to be successful and effective in maintaining professional commitments. Students should begin a pattern of meaningful self-care during their academic training, and especially during their field placement experience.

**Method of Evaluation:** Student grades will take into consideration performance in the field, participation and attendance in professional integrative seminar, completion of practicum paperwork, professional use of self, and completion of learning assignments. In fairness to all class members, papers submitted after the due dates will be reduced in grade. If prior arrangements are made with the instructor ahead of time because of illness or other contingencies full credit can be received.

**Please note** the key to doing well in this class is simple: come to class on time, well-prepared, follow the directions specified in the assignments, don't hesitate to ask for clarification as needed, and remember that both the content and quality of your written and oral products are important. The completion of every assignment is required for credit in the course and a letter grade. Late assignments will receive partial credit.

**Classroom Participation:** Students are expected to attend all in-person seminars. At the discretion of the professor (see Program Attendance Policy) missing any seminar will result in grade increment drops (i.e. A to A-). Factors that will be considered by the professor in the calculation of your class attendance and participation include the following: (1) observation of student investment in class activities and small group discussions including mental engagement and contributions to the quality of the seminar experience for self and other students, (2) observed efforts to attend and participate in class to the fullest possible extent, and (3) factors related to professional use of self (see pg. 16 & 17).

Practicum Instructor's Evaluation	350
Professional Use of Self - (Attendance, Participation, etc.)	100
Updated Learning Contract	60
Monthly Agency Time, Supervision Sheets, and Developmental Stages Monthly Reflection (75 points for each month Jan, Feb, March, & April)	300
Student Evaluation of Agency	30
Mindfulness in Practice Article Review	60
Philosophy Paper	<u>100</u>
<b>Total Points</b>	<b>1000</b>

### GRADING SCALE

A	=	100-94	A-	=	93-90
B+	=	89-87	B	=	86-84
B-	=	83-80	C+	=	79-77
C	=	76-74	C-	=	73-70
D+	=	69-67	D	=	66-60
F	=	59 or Less			

## Week by Week Class Schedule - Spring Semester 2019

Seminar Dates	Class Schedule
Week 1 – Jan 8	<b>Seminar Discussion:</b> Review Field Practicum Expectations and Integrative Seminar; and Review of Learning Contract
Week 2 – Jan 15	<b>NO SEMINAR – Work in Agency</b>
Week 3 – Jan 22	<b>Seminar Discussion-</b> Social Work Licensure and Review for National Exam  <b>DUE:</b> UPDATED LEARNING CONTRACT
Week 4 – Jan 29	<b>NO SEMINAR – Work in Agency</b>
Week 5 – Feb 5	<b>Seminar Discussion –</b> Career Development
Week 6 – Feb 12	<b>NO SEMINAR – Work in Agency</b>
Week 7 – Feb 19	<b>Seminar Discussion</b>
Week 8 – Feb 26	<b>NO SEMINAR – Work in Agency</b>  <b>DUE:</b> MINDFULNESS IN PRACTICE ARTICLE REVIEW
Week 9 – Mar 5	<b>Seminar Discussion</b>
March 11-15	<b>SPRING BREAK – NO SEMINAR</b>
Week 10 – Mar 19	<b>Seminar Discussion</b>
Week 11 – Mar 26	<b>NO SEMINAR – Work in Agency</b>
Week 12 – Apr 2	<b>Seminar Discussion</b>
Week 13 – Apr 9	<b>NO SEMINAR – Work in Agency</b>  <b>DUE:</b> PHILSOPHY PAPER
Week 14 – Apr 16	<b>Seminar Discussion</b>
Week 15 – Apr 23	<b>NO SEMINAR</b>
<b>Practicum Paperwork</b>	<b>Paperwork:</b> At the end of each month each student should turn in a copy of your Hour Log and Supervision Log. Students are required to complete a total of 480 hours (228 hours in agency and 12 hours in integrative seminar <b>attendance and assignments</b> per semester). <b>Each student will also turn in a 1 page Developmental Stages Monthly Reflection</b> , which accompanies your hour log and supervision sheet. Students who do not turn paperwork in on a regular basis will receive partial credit and a grade drop increment (i.e. A to A-), as well as loss of points for lateness.
<b>Practicum and Program Evaluations</b>	<b>Please complete one evaluation via Qualtrics (a link will be send to you): Practicum Program Evaluation on agency, practicum supervisor, and faculty liaison.</b>
<b>Important Events</b>	<b>January 2019: TBA</b> - Practicum Orientation Buffet - all seniors are to attend as a part of agency work and seminar. You may count the hours as part of your agency work. <b>March 2019: TBA</b> - PRACTICUM INSTRUCTOR SPRING RECEPTION <b>April 2019: TBA</b> - SENIOR BANQUET and NASW CLOSING SOCIAL <b>May 4, 2019: GRADUATION</b>

# **Practicum Syllabus: SW 4870/SW 5870**

**UTAH STATE UNIVERSITY**  
**Social Work Program**

**SW 4870: Beginning Field Practicum**  
**Professional Integrative Seminar**

**SW 5870: Advanced Field Practicum**  
**Professional Integrative Seminar**

**Course Description:** The practicum experience is enhanced through the professional integrative seminar. The integrative seminar ties the field practice experience to the academic program. It also facilitates the transition to a professional role as a generalist social work practitioner and examines the application of social work practice with an emphasis on values, knowledge, and skills. Students meet in seminar on a regular basis for the duration of their field placement. Students keep learning journals, read articles, and complete a variety of in-class reflection discussions that reinforce learning goals related to the practicum. The overall purpose is to provide students with the opportunity to share experiences, work toward increased competency, prepare for professional employment, and receive additional knowledge, which complements and supplements their academic and professional experience.

**Text:** Assigned Journal Article Readings

**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.

## **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:

- 1 Demonstrate Ethical and Professional Behavior
- 2 Engage in Diversity and Difference in Practice
- 3 Advance Human Rights and Social, Economic, and Environmental Justice
- 4 Engage in Practice-Informed Research and Research Informed Practice
- 5 Engage in Policy Practice
- 6 Engage with Individuals, Families, Groups, Organizations, and Communities
- 7 Assess Individuals, Families, Groups, Organizations, and Communities
- 8 Intervene with Individuals, Families, Groups, Organizations, and Communities
- 9 Evaluate Individuals, Families, Groups, Organizations, and Communities

## CSWE CORE COMPETENCIES AND FOUNDATION PRACTICE BEHAVIORS

BSW Program Competencies & Practice Behaviors			
Associated with the Field Practicum/ Program Assessment			
#	Competency	Practice Behavior	Learning & Assessment Method
1	Demonstrate Ethical and Professional Behavior	<ul style="list-style-type: none"> <li>a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.</li> <li>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</li> <li>c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</li> <li>d. Use technology ethically and appropriately to facilitate practice outcomes.</li> <li>e. Use supervision and consultation to guide professional judgment and behavior.</li> </ul>	<p style="text-align: center;">Learning Contract</p> <p style="text-align: center;">Faculty Rating on Professional Use of Self</p> <p style="text-align: center;">Practicum Paperwork and Monthly Developmental Stages Reflection</p> <p style="text-align: center;">Meeting with Social Work Faculty</p>
2	Engage Diversity and Difference in Practice	<ul style="list-style-type: none"> <li>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</li> <li>b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</li> <li>c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and</li> </ul>	<p style="text-align: center;">Agency Presentation</p> <p style="text-align: center;">Article Review</p> <p style="text-align: center;">Ethical Dilemma Paper</p> <p style="text-align: center;">Philosophy Paper</p>
3	Advance Human Rights and Social, Economic, and Environmental Justice	<ul style="list-style-type: none"> <li>a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</li> <li>b. Engage in practices that advance social, economic, and environmental justice.</li> </ul>	

4	Engage in Practice-Informed Research and Research-Informed Practice	<ul style="list-style-type: none"> <li>a. Use practice experience and theory to inform scientific inquiry and research.</li> <li>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</li> <li>c. Use and translate research evidence to inform and improve practice, policy, and service delivery.</li> </ul>	
5	Engage in Policy Practice	<ul style="list-style-type: none"> <li>a. Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services.</li> <li>b. Assess how social welfare and economic policies impact the delivery of and access to social services.</li> <li>c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</li> </ul>	
6	Engage with individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</li> <li>b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</li> </ul>	
7	Assess Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</li> <li>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</li> <li>c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</li> <li>d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</li> </ul>	

8	Intervene with Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</li> <li>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</li> <li>c. Use inter-professional collaborations appropriate to achieve beneficial practice outcomes.</li> <li>d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</li> <li>e. Facilitate effective transitions and endings that advance mutually agreed-on goals.</li> </ul>	
9	Evaluate Individuals, Families, Groups, Organizations, and Communities	<ul style="list-style-type: none"> <li>a. Select and use appropriate methods for evaluation of outcomes.</li> <li>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</li> <li>c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</li> <li>d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</li> </ul>	

**Relationship to Other Courses:** The Field Practicum agency experience and integrative seminar represent the culmination of undergraduate social work education. In the senior year, social work students have the opportunity to serve an internship in which they can integrate and apply the fundamentals of the profession in real world settings under professional social work supervision.

The following eligibility criteria should be completed prior to the student entering the integrative and field work components of the curriculum: senior status (eligible to graduate); completion of University Studies program and all social work courses with the exception SW 5350; a grade of B- or better in SW 3050, 4150, and 4160; demonstration of appropriate, professional moral and ethical character, and must abide by the NASW code of ethics; and maintenance of an overall minimum GPA of 2.5 and 2.75 minimum GPA in the social work major.

**Course Objectives:** The overall purpose of the seminar is to integrate prior and current course work with field practicum experiences in the areas related to CSWE Core Competencies and Practice Behaviors; and to understand generalist social work practice in the context of a social service agency, to effectively utilize supervision, and to demonstrate effective service to clients.

**Classroom Civility.** USU promotes the free expression of ideas and endeavors to maintain a classroom environment that promotes learning. Please treat each other with courtesy. Please be considerate of others in the class – do not text or answer cell phones during class. All cell phones should be turned off during class. If you are using a laptop to take notes, please use it only for this purpose. According to University Student Code, the professor has the right to dismiss anyone who is disruptive to the learning environment.

**Classroom Climate/Appreciation of Diversity & Difference.** Since social work classes typically include a variety of topics that potentially raise controversy or conflict, the following guidelines pertain to how sensitive topics will be discussed. We will assume that gaining new understanding is valuable and essential for all. Further, we will assume that people are always doing the best they can. In our classes we will share information, experiences, thoughts, and beliefs with other members of the class but never demean, devalue, or in any way put down people for what they share in class, for who they are, or what they may represent. Essentially what this means is that our classrooms will be safe settings for open discussion and we will demonstrate respect for each other at all times.

**Nondiscrimination Policy:** All aspects of the social work program are conducted without discrimination on the basis of race, gender, age, religion, national origin, disability, veteran's 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 the with proactive 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, 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 preventive 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 the office is located in M161, 797-1266.

**Accommodation:** Any student with a disability who requires accommodation must contact the instructor. *If you have a documented disability and need reasonable accommodation to participate in this course, please visit with the instructor immediately and we can arrange the necessary reasonable accommodations.* The disability must be documented by the Disability Resource Center, SC 104, 797-2444. Course materials may be requested in alternative formats.

**Academic and Professional Expectations:** Academic dishonesty of any sort will not be tolerated. You are advised to obtain a copy of the *Code of Policies and Procedures for Students at Utah State University* and refer in particular to the passages on academic dishonesty and disciplinary measures. Especially, you are to familiarize yourself with what constitutes plagiarism and to avoid it. Plagiarism is "knowingly representing by

paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment" (*Code of Policies and Procedures for Students at Utah State University*, p. 10). Plagiarism will not be tolerated and an ignorance of what constitutes plagiarism is no excuse.

**Your Responsibility as a Learner:** It is expected that students will attend all classes and take tests on scheduled dates. It is the student's responsibility to obtain all missed material and assignments and to notify the instructor ahead of time if the student will be late meeting deadlines. Material handed in late without either approval or a verifiable (medical), valid excuse will be subject to partial credit. Students are expected to prepare for class ahead of time by reading assigned material and completing class assignments and to actively participate in classroom discussion, role play, and feedback.

**Attendance and Participation Policy:** The seminar portion of your practicum is based on experience-based learning designs, which requires discussion and reflection. Attendance is mandatory and an official roll will be taken in each class. Grades will be automatically dropped accordingly for lack of attendance and participation.

It is the student's responsibility to make-up all work missed when absent. It is not the responsibility of the instructor to provide class notes to students who have missed class. Other class members can be a source for class notes. The course syllabus provides all of the information for the course and it is a student's responsibility to utilize it as a guide and to contact the instructor for any clarification. The professor reserves the privilege of making changes to the syllabus-including changes to the reading schedule, assignment expectations, and even grading structure. Students will be given fair warning of any changes.

Participation in class is worth 60% of your grade and requires that the student be present in class, be prepared by having read the course readings, contribute to class discussions, and hand in all assignments on time. It is necessary to arrive on time for class and attend the entire class period to meet the attendance requirement.

**Late Assignment Policy.** If you know in advance that you will be unable to attend a class meeting on the day an assignment is due, you should make arrangements with the instructor to turn the assignment in early. Any assignment turned in after the due date will be marked late and points will be deducted unless other arrangements, for legitimate reasons, are made with the instructor.

**Use of Professional Self** is a key to effective social practice and is the demonstrated ability to use self in an appropriate manner which includes participation, an established pattern of being on time, and demonstrating responsibility and commitment to your learning. Part of professional behavior is the ability to effectively communicate. It is expected that a student will e-mail the professor acknowledging any absence. This action exhibits responsible behavior on the part of the student but does not constitute and excused absence. One crucial foundation for being able to do this is developing insight into your own self-process in the classroom environment and in relation to your class assignments, other students, and your professor. You will have continuous opportunities to evaluate your own progress and process in relation to your use of self and skills development, and receive feedback from others. Use of self also includes: quality of written work, receptivity to new learning and differing perspectives, and the ability to accept feedback and attempt change. In situations where there are concerns, an evaluation of your performance based on use of self will be added to your student file and will be used as part of the criteria for advanced standing. The student will be advised of these concerns and this notation.

**Teaching Methodology:** Canvas is utilized as a course enhancement tool so students can access course materials, submit assignments, get immediate feedback on assignments, take exams, interact in class discussions, and track individual course progress. Canvas is an interactive learning environment that brings students and instructors together in a virtual classroom. It is an online course management solution that complements this classroom-based course. Students enrolled in this class will automatically be added to the Canvas site for access. It is expected that all students enrolled in the course will learn and use the system for course related activities.

# Field Practicum Policies and Procedures

## 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.

## 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 fieldwork 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 fieldwork 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. Develop and provide 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.

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

- Field practicum team in-person site visits once per semester.
- In addition to site visits ongoing consultation via phone and e-mail.
- Field practicum team supervision meetings with students.
- Professional integrative seminar learning journals and other written assignments.
- 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 a collaborative effort by the student, field instructor, and faculty liaison.
- Monitoring of students monthly time sheets and agency supervision sheets.
- 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 student's 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**

Successful academic education and field practicum experiences are critical indicators of readiness to assume professional responsibilities as a generalist or advanced generalist social worker. Since field instruction is the essential pedagogy of the social work curriculum students must earn a satisfactory grade in both the professional integrative seminar and the field agency. Students must demonstrate ongoing development of core competencies and practice behaviors, professional conduct, interpersonal skill sets, and ethical behavior consistent with the values and ethics of the profession. Issues related to professional competence will be considered as factors in field grading and continuation. The agency field instructor, faculty liaison, and the Practicum Director will bring any deficiency in academic or non-academic performance, including behavior problems in the field, to the student's attention as soon as it has been observed. The student, with assistance of these professionals will have an opportunity to initiate timely corrective steps if needed. Some examples of behaviors that may constitute professional concerns include but are not limited to: failure to engage appropriately in tasks associated with field education, lack of capacity to accept constructive feedback in supervision, failure to adhere to attendance standards and work requirements, failure to adhere to basic principles of social work practice and the NASW Code of Ethics, and discontinuation by two agencies for reasons related to appropriateness or readiness.

<b>Responsible Party</b>	<b>Explanation of Responsibilities</b>
Social Work Program	Responsible to ensure that all parties involved identify issues and concerns and collaborate to achieve a rapid resolution.
Agency Field Instructor	Responsible for ongoing observations of student performance with clients, staff interactions, and paperwork. Immediate contact with the program is encouraged in order to address and resolve concerns in a timely manner. Ongoing candid and constructive feedback during supervision is recommended.
Faculty Liaison	Responsible to monitor student progress through field seminar, individual faculty conferences, reviewing evaluations, and in the context of field site visits or other contacts.
Student	Responsible for notifying both the field practicum instructor and faculty liaison in a timely manner about any practicum related concerns.

**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

<b>Situation</b>	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>
Field instructor has concerns but assesses that these are resolvable and a workable solution can be reached.	Field instructor and faculty liaison will meet with the student to express concerns.	Field instructor will provide the program with written documentation identifying the areas of concern.	A plan to address the areas of concern will be written in a behavioral contract and implemented.
A student is concerned with goodness-of-fit in the assigned agency and/or with learning needs being met.	Student meets with the faculty liaison to express concerns and seek a workable solution.	The student and faculty liaison will meet with the field instructor to discuss concerns and find workable solutions.	If need be the program will consider a change in the assigned practicum agency and document the need for a change of venue.
Practicum field instructor determines that there are concerns but the issues surrounding the circumstances are not resolvable at that point in time.	Field instructor, faculty liaison, and practicum director will meet to discuss the issues surrounding the circumstances that are not considered resolvable.	Field instructor will provide the program with written documentation identifying the areas of concern.	When meetings to resolve the concerns have been unsuccessful the program will move towards a termination process from the agency and consider a change of venue.
Program faculty and/or field faculty liaison determine that there are either both academic or non-academic concerns at any point in the educational or field practicum process based on readiness factors.	The program will meet with the student to discuss identified areas of concern, provide written documentation, and determine if there is a workable solution.	The program determines that there is not a workable solution at this point in time and advises the student of appropriate options.	The social work program reserves the right to deny continuation in the program if all of the appropriate steps of the problem-solving process have been followed.
<b>Discontinuation from the field practicum:</b> If a student is discontinued from the field or does not receive a satisfactory grade or report, all documentation will be completed by the appropriate parties, distributed to the student, and placed in the student file. This report shall include a recommendation regarding future placement options based on the concerns leading to the termination or failure, which include continuation at a different agency or re-applying to the practicum in the future. The Practicum Director will advise the student of available options.			

**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 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)**

The learning contract is the foundation for the supervision relationship and as such should be explicitly discussed and reviewed during formal supervision meetings at the agency; during your program supervision meetings each semester; as a part of your reflective journaling; and during discussions in the integrative professional seminar.

Listed below are the 9 competencies and associated practice behaviors that should be incorporated into the Learning Contract. Practice Behaviors are *italicized* -- possible tasks, learning activities, and/or strategies follow each practice behavior. Students need to think about agency specific tasks that are assigned directly by the agency and how those fit into increasing competencies and their associated practice behaviors. Students should review the competency and practice behaviors, and in collaboration with their Field Instructor and Faculty Supervisor/Liaison, choose or create at least one (1) task/strategy/activity which identifies your assignments and activities in your agency for each of the competencies as based on practice behaviors.

### **Competency 1 – Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may affect practice. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

#### **Practice Behaviors**

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research and additional codes of ethics as appropriate to context.
2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
4. Use technology ethically and appropriately to facilitate practice outcomes.
5. Use supervision and consultation to guide professional judgment and behavior.

#### **Examples of Possible Tasks/Learning Strategies/Activities:**

- I will identify 2 ways client values differ from my own and reflect how or why that might effect how I engage with clients and discuss during supervision and/or reflective journaling.

- I will identify 2 ethical issues for reflection that may impact my practice and discuss them through supervision and/or reflective journaling.
- I will identify 2 ethical dilemmas and note what part of the Code of Ethics applies during supervision.
- I will review the NASW Code of Ethics and identify which areas are most likely to impact my practice.
- I will shadow my supervisor to observe different ways of handling an ethical dilemma and discuss my reactions during supervision.
- I will research one ethical decision-making framework, apply it to a case, and share results with my supervisor.
- I will interview a co-worker to determine how he/she handles ethical dilemmas and reflect on this with my supervisor.
- I will consult once a month with my supervisor about how social media can be misused with clients.
- I will come prepared with my agency supervision conference form outlining an agenda for discussion for all supervisory meetings.
- I will ask for supervisory feedback on my professional demeanor during my monthly supervisory meetings and apply any feedback received.

**Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:**

### **Competency 2 – Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation. Social workers understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

## Practice Behavior

1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
2. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
3. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

## Practice Behavior & Possible Tasks/Learning Activities/Strategies:

- Review two forms of literature (journal articles, books, etc.) on areas of difference and diversity related to client population(s) served by agency. Share findings with agency supervisor and/or discuss in practicum seminar by mid-term each semester.
- Document in writing evidence of actively recognizing clients as experts in their own lives, and seeking client perspective with regard to issues of diversity and difference. Share in practicum seminar discussions each semester.
- In formal supervision meetings, identify and process ways clients experience difference and implications for providing services.
- In monthly supervision, identify personal biases and preconceptions related to areas of difference and process how to manage discrepancies between personal and professional values and beliefs.

**Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:**

## Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that fundamental human rights are distributed equitably and without prejudice.

**Practice Behavior**

1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
2. Engage in practices that advance social, economic, and environmental justice.

**Practice Behavior & Possible Tasks/Learning Activities/Strategies:**

- Review literature on oppression, discrimination, as well as social, economic, and environmental justice. Bring examples to faculty supervisor for mid-term meeting discussion.
- In monthly supervision, identify how clients experience and are impacted by injustice on micro, mezzo, and macro levels.
- In writing, review a case history and identify critical points where institutional/system barriers interrupted the client’s current wellbeing, increased his/her vulnerability, and impaired their ability to achieve full potential. Review and clarify identified issues at agency staff meeting.
- Identify an existing agency barrier impacting clients, and develop an intervention plan to remove or mitigate the obstacle. By year’s end, develop sufficient competency to proactively address impediments to client service and include this process in your philosophy paper for the integrative professional seminar.

**Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:**

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**Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice**

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.

**Practice Behavior**

1. Use practice experience and theory to inform scientific inquiry and research.
2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

3. Use and translate research evidence to inform and improve practice, policy, and service delivery.

**Practice Behavior & Possible Tasks/Learning Activities/Strategies:**

- Research and document evidence-based practice models that are relevant to the population served by the agency. For example, review the literature on group work with adolescents who abuse alcohol or another applicable client population.
- In supervision, discuss with field supervisor research findings and practice implications related to evidence-based practice models, such as group work interventions for adolescents who abuse alcohol or another applicable client population.
- Plan and implement an evidenced-based practice model, such as facilitating a psycho-educational group with adolescents who abuse alcohol or another applicable client population.
- Design and implement an evaluative strategy for determining intervention effectiveness, and document results.

**Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:**

**Competency 5 – Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand 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. Social workers recognize and understand the social, economic, organizational, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation.

**Practice Behavior**

1. Identify social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services.
2. Assess how social welfare and economic policies impact the delivery of and access to social services.
3. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

**Practice Behavior & Possible Tasks/Learning Activities/Strategies:**

- In supervision, identify ways clients experience oppression and discrimination when it comes to accessing resources at your agency or on a local, state, or federal level; and discuss your findings during supervision.
- I will visit three allied agencies to learn about fundraising resources and share what I learned in supervision or in the practicum seminar.
- Become familiar with current political events by identifying current policy issues. In supervision, discuss the effects of these issues on clients and service delivery systems.
- Review literature related to social, economic, and environmental justice policy and its impact on clients served by your agency and present the information in staff meeting or other appropriate settings.
- Engage with community-based systems to improve client access. For example, work with the school system/administration to provide services to a previously denied client.

**Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:**

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**Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with client systems, including groups, families, communities, and organizations. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may affect their ability to effectively engage with diverse client systems.

**Practice Behavior**

1. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
2. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Practice Behavior & Possible Tasks/Learning Activities/Strategies:**

- Research at last 3 past records to discover how client needs were met by the social worker.
- Observe 2 professional engaging with clients at my agency and discuss what I learned during supervision.
- Select one interpersonal skill and set a goal with measurable strategies including evaluation during the year to become more effective in engaging clients.
- Keep a reflective journal of how I use my interpersonal skills to engage clients and share with agency or faculty supervisor or in the practicum seminar.

**Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:**

**Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

**Practice Behavior**

1. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
3. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
4. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Practice Behavior & Possible Tasks/Learning Activities/Strategies:**

- Complete an eco-map with one of my clients and share what you learned in supervision or practicum seminar.
- Review the “Search Institute” website for assessment protocols used with families, adolescents, or children.
- Review the resiliency.com website for assessment protocols or other related sites.
- Educate myself about the agency assessment process by reading the client files and noting how the worker assessed client needs; developed goals and objectives; and selected intervention strategies. Discuss your findings in supervision or practicum seminar.

**Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:**

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**Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve client system goals. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

**Practice Behavior**

1. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
3. Use inter-professional collaborations appropriate to achieve beneficial practice outcomes.
4. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
5. Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Practice Behavior & Possible Tasks/Learning Activities/Strategies:**

- I will evaluate various interventions across all levels of practice (micro, mezzo, macro) in considering the best response to meet client needs and share my findings during staff meetings and/or in practicum seminar.
- I will discuss client progress on treatment goals and agency termination protocols during my ongoing supervision in the agency.

**Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:**

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**Competency 9 – Evaluate Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness

**Practice Behavior**

1. Select and use appropriate methods for evaluation of outcomes.
2. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
3. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
4. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Practice Behavior & Possible Tasks/Learning Activities/Strategie**

- I will discuss with my supervisor how client interventions can change as client's situations shift.
- I will interview a staff member regarding agency history, how it has changed over the years, and why 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.

**Please write ONE Agency-Specific Goal with stated objectives (how you will accomplish the goal) and your method of evaluation in the box below for each of the practice behaviors:**

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**Signatures**

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**Student:**

**Agency Field Instructor/Supervisor:**

**Faculty Supervisor/Liaison:**

## 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 Meeting with Social Work Faculty

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: \_\_\_\_\_

**Note: Please have the first two items filled out prior to your meeting and bring sheet with you.**

## 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 SHEET

Student Name: \_\_\_\_\_

Agency Name: \_\_\_\_\_

Date	Hours Worked	Description of Work Activities

**Total Hours for Week:**

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**Student Signature**

## **Developmental Stages Monthly Reflection**

- Focus on your development as an intern. Utilizing the developmental stages of an intern (anticipation, disillusionment, confrontation, and competence) discuss the process of your own development as a professional social worker. Please note that these reflections are to be turned in on a monthly basis.
- Discuss several examples of experiences where you have observed the development of your helping style including professional use of self and competency development and practice behaviors.
- Reflect on how you practice self-care and how you have utilized your self-care strategies for preventing, managing, and coping this semester including experiences with barriers that challenged you in maintaining your self-care practices and how your genuine commitment helped you or lack of commitment hindered you.