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SOCIAL WORK DEPARTMENT
COLLEGE OF HEALTH PROFESSIONS
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BSW PRACTICUM MANUAL

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Introduction

This practicum manual is designed to help students and practicum agencies understand and plan for the practicum experience. The manual provides an overview of the Marshall University social work program mission, goals, and expected student outcomes/competencies as well as providing information about the expectations, policies, and procedures for practicum students and instructors. The practicum has been identified by the Council on Social Work Education as the signature pedagogy of the profession. Thus, practicum education plays a critical role in the preparation of future social workers.

The term “practicum instructor” and practicum supervisor” may be used interchangeably, however, “practicum instructor” is generally used by the Marshall University social work program because it emphasizes the practicum as an educational experience and recognizes the important role of the practicum instructor in the educational process.

Accreditation

The Marshall University BSW Program is accredited by the Council on Social Work Education.

Social Work Program Mission

The mission of the Marshall University Baccalaureate Social Work Program is to prepare students for the beginning level of practice as social work generalists grounded in the core professional values and competencies with an understanding and appreciation of the populations and institutions of Appalachia.

Social Work Program Goals

The program has identified five goals which flow from the mission statement and are consistent with the purpose and value base of the profession. The goals are as follows:

1. To prepare students for generalist social work practice with individuals, families, groups, organizations, and communities with a special emphasis on working with populations and institutions of Appalachia.
2. To prepare students to recognize, respect, and integrate social work ethics and values in practice.

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3. To prepare students to alleviate oppression and to recognize and respect the dignity and worth of diverse client systems with special attention to oppressed and vulnerable populations including Appalachians as well as populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religions, physical or mental ability, age, and national origin.
4. To prepare students who understand social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
5. To prepare students to obtain the habits and discipline for continuing pursuit of knowledge and lifelong development of skills necessary for social work practice.

The program's mission specifies **generalist** practice and emphasizes the core professional values and competencies. The program's definition of generalist:

Generalist practice involves the application of the planned change process from an eco-systems perspective which recognizes the interrelationships between various sized systems. Generalist practice includes the knowledge and skills to assume a wide range of professional roles and engage in professional relationships, gather information, assess, plan, implement, and evaluate change with all sized systems. Social work practice incorporates social work values and ethics including a strengths perspective and sensitivity to and appreciation for diversity. Generalist knowledge, values, and skills are transferable across systems of various types and sizes.

Program Competencies for Social Work Practice

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values.

Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

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Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to

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develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and

interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

Program Assessment

The program collects annual assessment data. The annual assessment is available to all program constituencies on the program website.

Practicum Program Overview

Students complete a total of 500 hours of supervised practicum experience during their tenure in the Social Work Program. This includes a 100-hour introductory practicum experience in their junior spring semester and a 400-hour practicum experience in their senior summer or fall semester. During both experiences, the student attends a weekly seminar. The 100-hour practicum is SWK 370 (3 credit hours) and the 400-hour practicum is SWK 473 (12 credit hours).

Practicum Program Overview

The first 100 hours of practicum provide an opportunity for students to observe social workers and increasingly practice social work skills under supervision. Students, in consultation with the practicum instructor, prepare a learning contract for their educationally directed experience. The learning contract is prepared within the first 3 weeks of the semester. Before or during the first 2 weeks of the semester, an orientation session is held with practicum instructors and the students also receive orientation in the

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first practicum seminar class. These sessions include information about roles, responsibilities, and expectations. With practicum director approval, the students can begin their practicum hours following the orientation. Student must have completed Introduction to Social Work, HBSE I, Research, Generalist Practice I and Social Welfare Issues in Appalachia prior to beginning this practicum. They are also enrolled in HBSE II, Generalist Practice II, and Social Welfare Policy Legislation while taking the practicum.

The second (400 hours of) practicum is a continuation of the 100 hours with a different emphasis. Students, in consultation with the practicum instructor, prepare the learning contract to fit the agency they choose. Feedback from the 100 hour practicum is used to help the student have an interesting and challenging learning experience. As with the 100 hour practicum, orientation for practicum instructors is provided.

Student Admission to Practicum

Only those students who have been formally accepted into the social work program and who have completed the prerequisite courses are admitted into the practicum. Formal acceptance into the program generally occurs in the fall, junior semester. Admission requirements include a C or above in SWK 203 (Introduction to Social Work); a 2.0 minimum grade point average; ability to maintain positive and constructive interpersonal relationships; evidence of communication skills; and demonstration of self-awareness, ethical behavior, and a willingness to learn. Students seeking admission complete an application and an interview with social work faculty including the practicum director. Once students have been admitted to the program, it is expected that they continue to demonstrate professional behavior. Students can be terminated from the program for academic and professional reasons. [\(See Appendix 12\)](#)

Student Readmission to Practicum

In the event that a student leaves practicum with an incomplete or failing grade, the student must meet with the practicum director prior to registering for practicum again to determine if eligible for practicum and to complete any necessary steps for readmission to practicum.

Agency Placement Process

Students complete an application for practicum which is reviewed by the practicum director. The practicum director meets with each student and discusses interests, strengths, and goals. Based on this discussion, the practicum director assists the student in selecting one or more agencies to contact. The practicum director may make the initial contact to confirm that the agency is willing to consider the student. The student then schedules an appointment with the potential agency. The practicum director assists the student in preparing a resume as needed. The final decision regarding placement is a mutual one made by the student, agency and practicum director.

Agency and Practicum Instructor Selection Criteria (AS 3.3.4)

Agencies are selected based on their willingness and ability to provide the student with the necessary educational experiences. Criteria for selection include:

1. Willingness to provide learning experiences within the specified educational objectives and competencies. It is expected that student activities relate to the development of a competent professional social worker and that students are not used as “extra help”. Learning experiences must be available to address all competencies.
2. Availability of necessary supervisory personnel for student supervision.
3. Willingness to work with a diverse student body and to work closely with practicum director.
4. Attention to supporting student safety.
5. Provision of relevant services offered by the agency and ability to provide student with opportunities to interact with diverse client systems.
6. Availability of workspace for students.

Criteria for selecting instructors include:

1. First priority is given to personnel with an MSW or BSW degree from a CSWE-accredited program. Practicum instructors must have at least two years of practice experience including at least one year in their current agency. Occasionally it is necessary to place students in agencies where no such supervision is available. In those rare instances, the university faculty or designated supervisor (assigned or

approved by practicum director) assumes the major responsibility for student learning. In these cases where regular “task-supervision” is provided by someone other than a social worker, another social worker with the required academic credentials as described above may be identified to meet with the student regularly and provide social work supervision.

2. A desire to supervise a student and willingness to meet weekly with the student. A practicum instructor must have sufficient time to devote to the student and to the learning experience.
3. Willingness to enter into a contract based on course objectives and program competencies.
4. Willingness to provide the student with appropriate learning activities that address competencies and associated behaviors.
5. Willingness to work closely with faculty instructors and to evaluate the students; and willingness to work with diverse students.
6. Willingness to participate in orientation training and to attend ongoing training or special activities provided by the department for practicum instructors.
7. Satisfactory performance in one’s own job responsibilities with positive attitudes toward the agency and toward social work education.

Teaching Methods

Throughout the practicum seminars, there are case presentations, discussion, and sharing of experiences and challenges in students’ respective agencies. When necessary, periodic meetings with the student, practicum supervisor and faculty advisor will be scheduled throughout the semester to discuss the student’s learning goals. The practicum director will make a midterm visit to evaluate the student at that point. Additional visits will be scheduled as needed. The final evaluation is completed by the practicum instructor and submitted to the practicum director.

Grading

Throughout the placement the student and the practicum instructor will evaluate the student’s progress and performance. Feedback is an important part of the learning process. Students are evaluated based on practicum placement performance and on class assignments.

There will be a midterm evaluation for both 100- and 400-hour placements. The student,
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the faculty liaison, and practicum instructor will use the evaluation tool included in the appendices (Appendix 9 and 10) as a basis for their evaluation. The student's progress will also be assessed based on the learning contract.

The grading system is based on credit or noncredit. Based on the midterm and final evaluation of students, in consultation with the practicum instructor a grade of credit or noncredit will be given. The practicum director has the final responsibility of giving the grade. For a student to get credit, all of the assignments must be turned in.

Credit For Life Experience

The social work program does not grant social work course credit for life experience or for previous work experiences.

Sequence Of Learning (AS 3.3.3)

The agency practicum instruction is viewed as a cooperative endeavor among all concerned. The student, the agency practicum instructor, and the practicum director negotiate a contract designed to provide a learning experience which integrates the educational objectives of the program. The practicum experience takes into consideration the focus of a generalist program. Students experience the functions particular to a specific agency and engage in learning experiences, which allow them to apply problem-solving methods in work with individuals and families, groups, organizations, and communities.

Student learning in the Practicum Sequence: While there is considerable variation in experiences due to differences among individual students, practice settings, and practice assignments, student learning in the practicum sequence generally begins with orientation to the agency and agency policy, observation/shadowing and progresses, and increasing interaction with clients.

Students are expected to have experience working with individuals, groups, families, communities, and organizations.

Practicum I (100 hours)

During the 100-hour practicum, the students are expected to have an understanding and

orientation of the agency and to provide direct service to clients – individuals, families, groups, organizations, and communities; and to recognize and respect the dignity and worth of diverse client systems. The student will be expected to understand the agency context, how the agency utilizes the social service network and to learn to evaluate agency effectiveness.

1. **First 1-3 weeks-** This is the preparatory stage for the practicum. The objective of this stage is to prepare the groundwork for the student to start a well-designed and effective practicum. It includes:

Orientation. The students become familiar with the practicum of practicum represented by the agency: its structure, objectives, mission and services and the role of the social worker within the agency. Practicum instructors also attend orientation which includes an overview of the practicum, information about competencies and learning expectations, information about supervision, discussion of safety, and guidelines for evaluation.

Learning contract. The students, in consultation with practicum instructors, complete a learning contract related to the 9 competencies and the student identifies areas of strength and areas for potential growth.

2. **The rest of the Practicum.** During the rest of the Practicum students will:
 - Integrate their knowledge, values, and skills in work with diverse client systems and implement practice skills learned in the classroom.
 - Implement basic social work roles.
 - Identify value conflicts, examine the student's own role in delivering service and begin to evaluate the effectiveness of one's own practice.
 - Engage in problem-solving skills including assessment, planning, intervention, evaluation, and termination.
 - Engage in a range of activities toward obtaining the nine competencies.

Practicum II (400 hours)

1. **The first 1-2 weeks.** During this period students, along with practicum instructors, prepare the learning contract to fit the agency. The practicum director conducts an orientation for practicum instructors as noted above.
2. **The rest of the Practicum.** During the rest of the Practicum students will:

- Continue to integrate their knowledge, values, and skills in work with diverse client systems as well as continuing to implement practice skills learned in the classroom.
- Implement basic social work roles
- Identify value conflicts, and use supervision in appropriately resolving ethical dilemmas.
- Engage in problem-solving skills including assessment, planning, intervention, evaluation, and termination.
- Demonstrate skills in evaluating the effectiveness of the agency setting
- Engage in policy practice, engage diversity, and advocate for human rights and social, economic, and environmental justice
- Evaluate the effectiveness of the student's own practice.
- Expand and develop coordinating and networking skills.
- Enhance knowledge and skills of effecting change in large systems.
- Continue to engage in activities to obtain the nine competencies.

Responsibilities

Responsibilities of Agency Practicum Instructor

1. The Agency assigns a qualified practicum instructor to student. The practicum instructor identifies student tasks and activities that will meet the learning objectives. Practicum instructors are expected to attend orientation and training seminars that are arranged by the practicum director.
2. The practicum instructor will meet with the student at least once a week (at a regularly scheduled time) for a minimum of one hour to discuss the student's activities in the agency and her/his progress with client systems.
3. The practicum instructor will introduce the student to the appropriate staff, and orient the student to the various facilities and services of the agency, and safety guidelines during the first week of the practicum placement. (see Appendix 5 and Appendix 15 a and b)
4. The practicum instructor will review and sign student weekly logs. (See Appendix 7 for form and examples.)
5. The agency practicum instructor will be responsible for keeping account of the time the students spend in the agency. Students are required to distribute the hours over the course of the semester. However, the agency practicum instructor and student should work out the time schedule according to student and agency needs.
6. In the absence of the agency practicum instructor, someone should be designated as available to the student if an emergency situation arises and the student has questions.

7. Agency practicum instructors are very important in the evaluation of the student's progress and will participate with the University by submitting a written evaluation each semester. They are not responsible for the student's grade, but their evaluation is used in determining the grade. (Appendix 9 or 10)
8. In addition to orienting students to agency resources and facilities, the agency practicum instructor should discuss with the student(s) the resources of the other agencies with which they might have contact.
9. The practicum instructor should be scheduled for work at least 95% of the same hours that the student is scheduled for placement.

Responsibilities of Practicum Director (AS 3.3.5)

The practicum director of the Marshall University BSW program also serves as the faculty liaison and seminar instructor. In the event it is necessary to identify a separate faculty liaison, the faculty liaison will be responsible for conducting practicum visits, evaluating the student, and teaching the seminar. The practicum director is responsible for the overall practicum program including development of policies and procedures. The practicum director identifies appropriate practicum sites, approves practicum instructors, assigns students to sites, develops/maintains affiliation agreements, provides orientation and training for practicum instructors, and evaluates all aspects of the practicum.

1. The practicum director will meet with the students to provide an orientation prior to entry into practicum placement. This includes discussions about safety. (AS 3.3.5 ai)
2. The practicum director will give approval to the student and the agency practicum instructor to proceed with the contract.
3. The practicum director will conduct seminars for agency practicum instructors. Scheduled seminars will orient the new practicum instructor to the purpose and expectations, facilitate practicum instruction to student, and seek feedback from practicum instructors which can be used to enhance the program. The practicum director will also conduct periodic training for the practicum instructors on topics relevant to practicum education and professional practice.
4. The practicum director will convene conferences with the student and agency practicum instructor as needed. (AS 3.3.5iii)
5. The director will remove a student from a practicum placement if necessary.
6. The practicum director decides on the final student grade for the practicum placement.

Responsibilities of Student

1. The student will be present in the agency at the stated time mutually agreed upon with the practicum instructor. In case of an emergency situation, the student will notify the agency practicum instructor immediately and arrange to make up the missed time.
2. The student will follow accepted agency procedures in working with client systems. Actions taken with client systems are to be first cleared with the agency practicum instructor.
3. The student shall complete assignments as designated by the agency practicum instructor and practicum director.
4. The student will maintain confidentiality of client systems.
5. Advocacy on behalf of clients will be taken only with the agency practicum instructor's permission and with due consideration given to the effect upon all parties involved.
6. Inability to follow the above procedures for placement may result in the immediate removal of the student from the agency by the practicum director, and the student will forfeit her/his right to a passing grade for the course.
7. The student will attend a periodic review session with the practicum director.
8. The student will prepare a practicum placement weekly log for the practicum director.
9. The student will attend a weekly seminar in which students process the experience, examine theoretical and practice concepts and engage in problem solving.
10. The student will complete and discuss performance evaluation with practicum director.
11. The student will complete expectations as identified by practicum instructor such as reading assignments, conference preparations, and record-keeping.

Policies and Procedures

Procedure Preceding Practicum Placement

1. Students use the listing of affiliated agencies to select agencies from which they want to request interviews. The practicum director provides guidance in this process.
2. Students complete the application for practicum and meet with the practicum director to discuss their career goals, learning needs, alternatives available for placement, preparation of a resume and possible appropriate practicum placement settings before scheduling interviews.
3. The purpose of the student meeting with the practicum director is to: a) Review eligibility for practicum placement; b) Identify learning objectives; c) Discuss expectations for the practicum experience; d) Identify potential placement sites.
4. Students select at least two agencies, where they request interviews to discuss the possibility of an internship. Both student and practicum instructor are encouraged to have a careful discussion to develop a mutually clear understanding about the appropriateness of the placement.
5. The placement agency interviews prospective student(s) and provides student(s), selected for placement with information about beginning the placement experience.
6. After mutual selection of placement by the student and the practicum instructor, the student is responsible for notifying the practicum director and obtaining final approval.
7. Practicum instructors must have the required credentials. (see criteria for selecting practicum supervisors)

Practicum Agreement for Practicum in Place of Employment

Students who are employed in an agency that qualifies as a practicum placement site are encouraged to complete their practicum in another agency. However, under certain circumstances, the student may be granted permission by the practicum director to complete the practicum in his/her/their agency of employment. It must be clearly understood and agreed upon, in writing, by all involved, that the practicum hours and learning activities are directly linked to the competencies and may be different from those of the employment and that the practicum supervision may be different from the employment supervision. (see Appendix 13, 14a,14b)

Procedures During Practicum Placement

1. Orientation should be held in the first week of placement: the students should be introduced to the staff, services of the agency, programs, policies, and expectations, and safety measures. (Appendix 5 and 15a and b)
2. The students should be given information about the culture of the setting including information about dress guidelines, hours of operation, holiday observances, lunch arrangements, telephone protocol, etc. The students should also understand whom to contact in the event of emergencies, absence of the practicum instructor, or other important situations.
3. The students should be provided with information to help them understand record keeping, issues of confidentiality, and other immediate ethical concerns the student may encounter within the setting. There should be an understanding of how the student is introduced to clients. Orientation is to assist the student in becoming familiar with the agency.
4. The learning contract should be signed during the first three weeks of placement. Expectations of the agency practicum instructor may be included as well as any other issues of concern to the student and the practicum instructor. The student, the practicum instructor and the practicum director should maintain a copy of the contract. (Appendix 4)
5. Throughout placement, learning activities using the contract should be set up by the practicum instructor to enable the student to achieve objectives of the practicum instruction program and the student's individual learning needs.

The student must have an opportunity for working with a broad range of client systems: individuals, groups, families, organizations, and communities.

Policies Dealing with Conflict Resolution

If a student experiences any kind of difficulty with the practicum placement:

- a. It is the responsibility of the student to bring to the attention of the practicum director his/her dissatisfaction with the placement as early as possible.
- b. Discuss the problem in an issue-oriented way with her/his agency practicum instructor.
- c. If this does not resolve the issue, discuss the issue and attempt to resolve it at the agency level with the involvement of the practicum director.
- d. If a satisfactory solution cannot be achieved, the practicum director will take appropriate action which may include a change in the practicum setting.

If an agency is dissatisfied with a student's performance, the following procedures should be followed:

1. Bring the issue to the student's attention as soon as possible in order that the student may help to solve the problem. Both the problem and constructive behavioral alternatives should be discussed.
2. When appropriate, the agency practicum instructor works with the student to modify the learning contract so that the agency's expectations are stated in behavioral terms.
3. If the student's performance does not adequately improve after using the specified procedures, the agency practicum instructor should contact the practicum director to determine what corrective actions will be taken.
4. Unexplained absences, breaches of client confidentiality, serious negligence and /or apathetic performance are actions that may constitute grounds for student's dismissal from the practicum placement.

The practicum director makes decisions concerning reassignments of a student. Such decisions are made after thorough consultation and discussion with the affected student and the agency at which the student is placed. The conditions under which they are considered, the individuals who may initiate such requests and the process by which requests are processed are outlined in the preceding section. Following receipt of a request for reassignment, the agency practicum instructor speaks with the affected student and the practicum director to obtain the data needed to make an alternative assignment. The agency practicum instructor's documentation of placement hours completed, her/his assessment of the student's work, and the recommendations of the practicum director are necessary pieces of information that must be provided before reassignment.

Requests for reassignment initiated by students prior to the inception of practicum experience are handled by the practicum director and the agency practicum instructor at the prospective placement agency.

Evaluation

Students are evaluated during and at the end of their practicum. Both the agency practicum instructor and the practicum director do such evaluation for each student. The continuous monitoring and supervision of students during their practicum by agency practicum instructors and practicum director provide valuable information about students' performance; as does the continuous reviewing of the student reports about

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their work in the agency. Feedback is an especially important part of the learning process.

1. Evaluation by Agency Practicum Instructor: Agency practicum instructors are required to complete an evaluation of practicum for each student at the end of his/her practicum. The forms should then be delivered to the practicum director (or faculty liaison if different from practicum director) at the end of the semester, for consideration toward the grade of the student. The agency practicum instructor will be responsible for discussing the evaluations completed at mid-term and at the conclusion of the experience with the student. The student will use the evaluation as a basis for further growth and development as a beginning professional social worker. There are separate evaluation instrument for the 100 hour practicum and the 400 hour practicum, though both are based on the 9 competencies. (See Appendix 9 and 10)

2. Evaluation by Practicum Director: Since the practicum is a formal requirement of the Social Work Department, the responsibility for submitting a final grade for the practicum falls upon the practicum director (or faculty liaison teaching the seminar if different from the practicum director). However, to determine the grade, the practicum director will take into consideration the agency practicum instructor's evaluation. In addition to weekly logs, attendance, and weekly seminars, the practicum director (or faculty liaison) will make a visit for the midterm evaluation. The final evaluations by the practicum instructor and by the student will be provided to the practicum director (or liaison) in writing. An additional visit at the end of the semester will be made as needed.

3. Evaluation by Students: Students are given a standardized form to evaluate their practicum supervisors and overall experience. (Appendix 11)

Appendix 1: Application for Practicum

Name: _____ Student Number: _____

Address: _____

Phone: _____ Email: _____

Admitted into the program: Yes _____ No _____

Please indicate if you have completed or are currently taking the following social work courses.
If you have completed a course, please indicate your grade.

SWK 203 _____

SWK 310 _____

SWK 320 _____

SWK 330 _____

SWK 340 _____

SWK 312 _____

SWK 322 _____

SWK 332 _____

SWK 370 _____ Agency: _____

Overall GPA: _____

Transportation: _____

Preferred agencies/populations (if any).

Do not choose an agency where you or a family member has previously received services.

Other: _____

Appendix 2: Practicum Agency & Instructor Profile

Marshall University BSW Program (AS B3.3.6 a)

Agency Information

Agency Name:
Phone:
Fax:
Website:
Address:
Agency Director:
Agency Mission:
Program within Agency (if different from above):
Client population(s):
Services provided:

Agency Description

Specific description of practicum experience and learning activities:

Hours available for practicum: Weekend/Evenings/Weekend

Child abuse clearance needed: Yes/No

Criminal background clearance needed: Yes/No

Drug test required: Yes/No

Other documents students must provide:

Other steps student is expected to take prior to beginning placement:

**Students are not allowed to transport clients even in an agency vehicle.
Students may accompany another worker to transport clients.**

Practicum Instructor Identifying Information

Agency Practicum Instructor is a Social Worker BSW or MSW with 2 years of experience and 1 year experience in the agency). In certain exceptions, if the agency does not have a social worker on staff and the agency meets all other criteria, the BSW Program will work with the agency to provide a person to provide social work supervision.

Practicum Agency Instructor Name:

Education/Professional License information:

Job title:

Phone:

Email:

If different than above, provide the information of the social work supervisor.

Social Work Supervisor:

Education/License information:

Job title:

Phone:

Email:

Task Instructors may be identified by the Agency Practicum Instructor. This role may be given to a non-social work agency worker who will provide day-to-day instruction of student.

Appendix 3: Agreement for Practicum Education

THIS AGREEMENT, effective _____ between _____
 (Date) (Placement Agency)

(hereafter known as the FACILITY), and the Department of Social Work, on behalf of the Marshall University College of Health Professions (MUCOHP) for the purpose of establishing a field education program for experiential training of students in the Marshall University Social Work BSW and MSW Programs.

MUTUAL BENEFIT

IT IS AGREED to be of mutual benefit and advantage that MUCOHP Department of Social Work and the FACILITY establish a Field Education Program to provide field instruction and experience to students enrolled in the MUCOHP.

The following provisions shall govern this agreement:

ACADEMIC PREPARATION, ASSIGNMENT, SUPERVISION, RULES

MUCOHP agrees that the students shall have completed academics appropriate to the level of field instruction prior to assignment to the field experience. The field director for the department shall make assignment of its students with mutual agreement of the FACILITY. When at the FACILITY the students shall observe and act in accordance with the policies and procedures set forth by the FACILITY and the NASW Code of Ethics. Neither the Department of Social Work nor the students shall be required to violate federal privacy laws regarding release of grades or G.P.A. (The student, however, may elect to volunteer such information.)

EVALUATION, WITHDRAWAL

FACILITY shall evaluate the performance of each student subject to final evaluation by the Social Work Department. In addition, the FACILITY may request that the department withdraw any student whose appearance, conduct, or work with clients or personnel is not in accordance with FACILITY'S policies or other acceptable standards of performance and such request shall be granted by the Department. The Department of Social Work will assign a faculty consultant (liaison) to the Facility to provide support, advice, approval of student activities, consultation, and evaluation as needed. Final action of student's evaluation and/or withdrawal is the responsibility of the Department.

RIGHT TO TERMINATE

Marshall reserves the right to terminate this Contract upon thirty (30) days written notice to the Facility. Provided that, any student currently participating in the experiential training program will be permitted to complete the program.

TERMINATION OF STUDENTS

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Any language requiring Marshall to remove or terminate a Student from the experiential training program or giving the Facility the right to do so, is contingent upon the Facility providing Marshall with the reason(s) for taking such action within five (5) business days of doing so.

LIABILITY

Marshall shall maintain professional and general liability coverage in amounts not less than One Million Dollars (\$1,000,000) per occurrence per policy year with no aggregate limit through and as provided by the West Virginia Board of Risk and Insurance Management (BRIM). Upon request, Educational Institution shall provide Hospital with evidence of such insurance coverage.

FERPA

Facility acknowledges and agrees that the students' education records and any personally identifiable information from such education records (collectively "Student Information") created by Facility and/or provided by Marshall to Facility is subject to the confidentiality provisions of the federal Family Educational Rights and Privacy Act, 20 USC § 1232g, ("FERPA") and its implementing regulations (34 C.F.R. Part 99). Accordingly, Facility agrees not to disclose or re-disclose any Student Information to any other party without the prior written consent of Marshall and the student(s) to whom the Student Information pertains unless the disclosure or re disclosure falls under a FERPA exception allowing disclosure without the student(s)' consent. Facility also agrees to only use Student Information for the purpose(s) for which the Student Information was disclosed. For the purposes of this Agreement, pursuant to FERPA, Marshall hereby designates Facility as a Marshall official with a legitimate educational interest in the educational records of the Student(s) who participate in the Program to the extent that access to the records is required by Facility to carry out the Program. If Facility receives a court order, subpoena, or similar request for Student Information, Facility shall, to the extent permitted by law, notify Marshall within two (2) business days of its receipt thereof, and reasonably cooperate with Marshall in meeting Marshall's and/or Facility's FERPA obligations in complying with or responding to such request, subpoena, and/or court order. This paragraph will survive the termination of the Affiliation Agreement

HIPAA REQUIREMENTS

To the extent required by federal law, the parties agree to comply with the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. 1320(d)-2 through 42 U.S.C. § 1320(d)-4 (HIPAA) and any current and future regulations promulgated there under including without limitation the federal privacy regulations contained in 45 C.F.R. § 160-164 (the Federal Privacy Regulations), the federal security standards contained in 45 C.F.R. § 142 (the Federal Security Regulations), and the federal standard of electronic transactions contained in 45 C.F.R §§ 160 and 162, all collectively referred to herein as HIPAA Requirements. The parties agree not to use or further disclose any Protected Health Information (as defined in 45 C.F.R §§ 164.500, et.seq.) or Individually Identifiable Health Information (as defined in 42 U.S.C. § 1320(d)-2 through § 1320(d)-4, other than as permitted by HIPAA Requirements and the terms of this Agreement. Each party will make its internal practices, books, and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for

determining compliance with the Federal Privacy Regulations.

NATIONAL LABOR RELATIONS BOARD INFORMATION FOR INTERNS

MU Department of Social Work affiliated agencies are responsible for following all applicable laws, including labor laws. The position of the MU Department of Social Work programs is that a student intern is not an employee unless different arrangements are made with the agency, the student, and the MU Department of Social Work programs outside of this affiliation agreement which clarifies responsibilities of all parties. How an intern is paid or categorized should not be determinative of whether an employment relationship exists. Programs are also responsible for managing this aspect of the internship. Paying interns/trainees as independent consultants or temporary employees and related actions (e.g. filing W-2's or 1099 tax forms for them), should not by itself establish an employment relationship.

In general, Agencies should avoid using the language of “employee” when referring to interns, but there are some aspects where it is unavoidable (e.g. stipend payments, payroll or tax filings, etc.) and should be acceptable.

Again, how an intern is internally defined by the Agency is a matter for the Agency to decide and manage.

Again, it is the MU affiliated Agency’s responsibility for complying with all relevant laws for having a student treated as an intern and not an employee, as appropriate.

At present, there are numerous areas of law governing employment of interns and trainees: The Fair Labor Standards Act (FLSA); (2) U.S. Supreme Court case law; (3) the Dep’t of Labor’s (DOL) Wage and Hour Division (WHD) interpretive guidelines; and (4) the National Labor Relations Board (NLRB). While the FLSA only speaks to medical interns, courts have broadly interpreted that section to also apply to mental health interns and trainees. The Supreme Court, while it has not conclusively ruled on the employee status of interns/trainees, it has developed a six-part balancing test. The WHD in turn has used this balancing test to guide employers in determining the employee status of an unpaid intern or trainee.

NONDISCRIMINATION

Parties agree not to discriminate under this agreement and to render services without regard to race, color, religion, sex, national origin, veteran’s status, political affiliation, disabilities, or sexual orientation in accordance with all state and federal law.

STUDENT ACTIVITIES/ASSIGNMENTS

The Facility agrees to assign learning activities consistent with the student’s learning contract and designed to meet the Department’s identified competencies. The Facility agrees to assign field instructors with sufficient time and expertise to provide supervision/teaching functions that meet or exceed the Social Work Department mandates for such appointments. Field instructors shall attend training and orientation sessions conducted by the Social Work Department. All parties agree to comply with other requirements as detailed in the Department of Social Work Field Practicum

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Manual. All parties to this agreement shall abide by the current NASW Code of Ethics.

CONFIDENTIALITY

Any provisions regarding confidential treatment or non-disclosure of the terms and conditions of the Contract are hereby deleted. State contracts are public records under the West Virginia Freedom of Information Act ("FOIA") (W. Va. Code §29B-a-1, et seq.) and public procurement laws. This Contract and other public records may be disclosed without notice to the Facility at Marshall's sole discretion.

ENTIRE AGREEMENT, REVISIONS, ADDITIONS, EXTENSIONS

This agreement is strictly an agreement for student field education. It does not create an employment relationship. This agreement together with provisions (a, b, c, d) below, constitute the entire agreement between parties and supersedes all previous agreements.

- a) This agreement shall be automatically renewed on an annual basis unless terminated by either party.
- b) This agreement may be terminated by either party with sixty (60) days prior written notice. Any student currently in field instruction at the time of notice should be permitted to complete the program.
- c) Revisions may be recommended by either party which becomes effective upon written approval of both parties.
- d) More specific agreements with individual programs may be entered into as needed.

SEVERABILITY

The provisions of this Agreement shall be considered severable such that if any provision hereof is determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

This Agreement is intended to supersede all prior agreements.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives intending to be legally bound as of the effective date defined above.

Marshall University Board of Governors on behalf of Marshall University and its College of Health Professions and its Department of Social Work

Name of Facility

Agency Address: _____

City, State, Zip: _____

Tel: _____

Facility authorized signature

Date

Printed Name and Email Address

Practicum Director (MSW or BSW)
Marshall University

Date

Social Work Chair/or BSW Program Director
Marshall University

Date

Dr. Michael Prewitt
Dean, College of Health Professions
Marshall University

Date

Dr. Robert Bookwalter,
Interim Provost & Senior Vice President, Academic Affairs
Marshall University

Date

Appendix 4: Practicum Learning Contract (AS 3.3.1)

The practicum provides an educational experience leading to the achievement of competencies necessary for effective social work practice. Below is a list of each competency followed by the behaviors that demonstrate that competency. For each practice behavior, sample activities are provided. The student and agency practicum instructor work together to identify which activities are relevant and appropriate in that agency setting. In some cases, the practicum instructor and student may determine that other activities rather than or in addition to those listed are more appropriate. Please check appropriate boxes and/or add other activities. This learning contract serves as a guideline for midterm and final evaluations. Following the list of competencies and behaviors, the student identifies strengths and areas for further development.

Student:

Agency:

Practicum Instructor

For each Competency, choose AT LEAST 2 activities from each subpoint. If you cannot identify an activity for each Competency subpoint, speak with your MU faculty liaison to assist you.

Competency 1: Demonstrate Ethical and Professional Behavior (Professional Values, Skills)

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping

institutions and social work. Social workers understand the role of other professionals when engaged

in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

a. Make ethical decisions by applying the standards of the National Association of Social Workers

Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of

research, and additional codes of ethics within the profession as appropriate to the context

- Review client file(s) and determine if a strengths-based approach is evident.
- Review confidentiality policies/forms and maintain client confidentiality
- Identify real or potential ethical dilemmas and apply ethical problem solving.
- Identify examples of ethical practice in supervisory sessions.
- Other:

b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication

- Dress appropriately.
- Adhere to work schedule.
- Communicate respectfully with colleagues and clients.
- Follow agency protocol in communications

Other:

c. use technology ethically and appropriately to facilitate practice outcomes

- Follow agency policies regarding technology
- Identify uses of technology.
- Other:

d. use supervision and consultation to guide professional judgment and behavior

- Meet with practicum instructor regularly and make constructive use of supervision.
- Meet with practicum instructor regularly and make constructive use of supervision.
- Consult with practicum instructor regarding questions, concerns, and to obtain feedback.
- Other:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice (Knowledge/Skills)

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices

throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote

social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and

respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

a. advocate for human rights at the individual, family, group, organizational, and community system levels

- advocate for policies and procedures to promote human rights, social, racial, economic and environmental justice
- treat all clients with respect
- acknowledge impact of racism and other forms of oppression in micro/mezzo/macro practice
- discuss impact of racism and oppression with practicum instructor
- engage in learning experiences to enhance knowledge and skills related to anti-racist and anti-oppressive social work practice
- identify areas of privilege and bias and engage in self-reflection
- engage in conversations with colleagues to identify areas of privilege and structural racism
- educate clients about rights
- review agency policy and practices to determine how they advance anti-racist and anti-oppression practices or how they might be change
- lobby for legislative policies that promote social, economic, and social justice for all
- Other:

b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice

- advocate at micro or mezzo level
- advocate at macro level
- lobby for legislative changes
- identify who may be marginalized or shut out by the agency
- participate in political campaign promoting a candidate who supports anti-racist and anti-oppressive policies
- listening to the lived experiences of others
- support and connect with community groups/initiatives to promote equity
- review state or national NASW or other organizations political action statements and legislative priorities and participate in at least one activity toward influencing policy
- assist in writing proposal or advocating for a program, service, or policy that promotes equity
- self-reflect on racial incidents experienced, consider personal history, power, and position, and identifying opportunities for change.
- participate in protest or petition promoting anti-racism, anti-oppression practices or policies
- Other:

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice Knowledge/Values/Skills)

Social workers understand how racism and oppression shape human experiences and how these two

constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.

Social

workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and

ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means

that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.

Social

workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create

privilege and power resulting in systemic oppression.

Social workers:

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

- ask questions, raise issues, share data, and add perspectives; use privilege to include others (in meetings, etc)
- call out/confront practices/comments that are racist, oppressive, and/or marginalize others
- incorporate questions in interactions with clients to understand the unique story of that client
- learn from clients about their stories and identify ways they may be oppressed/marginalized/alienated
- conduct an assessment and identify elements of human diversity that have shaped life experiences for that client
- conduct needs assessment with a community group
- provide training/information to others to educate about anti-racist and anti-oppressive social work practice
- Other:

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

- listen to the voices and needs of people of color and other oppressed groups
- listen to the lived experiences of others
- identify personal biases and ways to manage these in discussion with practicum instructor
- attend training or read relevant materials to manage influence of personal biases and values
- interview other social workers in the agency to determine strategies of managing influence of biases
- record in journal reflecting on how differences shape life experiences -your own and client
- discuss with practicum instructor how your own experiences have shaped your life and how that will

- help you better understand client systems
- identify your own privileges and seek to understand how lack of privilege presents challenging to others – through first person accounts, discussion, focus groups, readings, etc. and use privilege to help others
- Other:

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
(Knowledge/Skills)

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

a. apply research findings to inform and improve practice, policy, and programs

- read research or complete a literature review related to agency's area of practice/models of service or intervention or client system and discuss with practicum instructor, colleagues, and/or peers
- present research in a training group
- Develop a research question related to practice and locate and analyze research or propose how research could be conducted to answer the question
- evaluate practice with at the micro, mezzo, and macro level
- analyze client data from the agency
- review research and suggest application to agency practice and/or policy
- apply research evidence in assessment, prevention, and intervention with client systems
- Other:

b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

- Include the voices/experiences of those with lived experience, and those who experience racism and oppression in research, data collection

- Conduct a needs assessment or focus group that reflects inclusion of diverse/marginalized/oppressed client groups/engage with these communities as full research partners
- in reviewing research, identify biases and propose strategies to eliminate such biases
- engage in ethical practice methods and identify ethical issues
- Center research/assessments/focus groups on non-white populations.
- Look outside peer reviewed literature for perspectives from racialized voices and groups
- identify/discuss with practicum instructor or others the racist history of statistics and how that might impact policy, practices
- Other

Competency 5: Engage in Policy Practice (Knowledge, Values, Skills)

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global

influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups,

organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies

affect the delivery of and access to social services

Using social justice, anti-racist, and anti-oppressive lenses:

- identify social policy at local, state, and federal level that impact service delivery and access to services at the agency
- identify one or more proposed policy changes that will have an impact on service delivery at the agency
- discuss impact of policies and policy changes with practicum instructor
- review recent policy changes and identify impact on clients
- assist in policy development
- Other:

b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice

- review agency policies and policies that have an impact on clients served and discuss impact of policies and policy change with practicum instructor
- educate others about policies that advance human rights and social, economic, and environmental justice
- educate others about needed policy action

- assist in policy development
- collaborate on policy change or implementation
- lobby for legislative action or take action to advocate for policy change
- participate in lobbying or political strategies related to policy action
- review state or national NASW or other organizations' political action statements/legislative priorities and participate in at least one activity toward influencing policy
- participate in a political campaign to advance human rights and social, racial, economic, and environmental justice
- attend meeting where policy action is discussed
- Other:

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Knowledge/Values/Skills

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

(The first 3 suggested are required for SWK 473. If necessary, we can help identify ways to accomplish these.)

- Engage with individual
- Engage with a family and/or group
- Engage with a community and/or organization
- identify different approaches with clients and constituencies based on agency context and understanding of human behavior
- build effective practice relationships with clients and constituencies
- identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies
- apply a selected theory in client situation
- demonstrate understand of person and environment in presenting a case at staffing
- identify ways that clients are diverse and how approaches to working with individuals vary
- read literature on diverse populations served by the agency and discuss with practicum instructor how this knowledge can be applied
- educate others on current research, new technologies or pending policy/legislative action
- Other:

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

- use reflective responses simple encouragement, empathetic responses and demonstrate other active listening skills with clients and constituencies
- demonstrate active listening skills in meetings and interactions with colleagues
- identify and communicate client feelings
- begin “where the client is”
- demonstrate appropriate non-verbal communication
- observe and identify examples of empathy and other interpersonal skills in other workers’ interactions with clients and discuss with practicum instructor
- Other:

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Knowledge/Values/Skills/Cognitive and Affective Process

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies

(The first 3 are required for SWK 473 . If necessary, we can help identify ways to accomplish these.)

- participate in an assessment with an individual
- participate in a family and/or group assessment
- participate in a community and/or organizational assessment
- review client chart and identify bio-psycho-social elements relevant to understanding that client system
- apply a selected theory to assessment
- demonstrate understanding of human behavior and person in environment and other culturally responsive and interprofessional frameworks in presenting a client situation at staffing
- discuss with practicum instructor how you will approach a specific situation
- document client strengths
- listen to voices of those with lived experiences and those who have experienced racism and oppression in assessment

- Conduct a needs assessment or focus group that reflects inclusion of diverse/marginalized/oppressed client groups and engage with those communities as full partners in the assessment process
- Other:

b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

- work with client in partnership to develop plan at the micro level that reflect goals and needs the client has identified
- assist community group in developing a plan based on the group's identified goals and needs
- participate in agency/organizational strategic planning process
- work with a group in identifying group goals and objectives
- assist in developing goals/outcome for a new program or project that includes voices of clients/constituencies
- Review case plans in client files and discuss with practicum instructor how the plan was developed
- discuss options with clients and respect clients' choices
- Other:

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Knowledge/Skills)

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals+

(The first 3 are required for SWK 473. If necessary, we can help identify ways to accomplish these.)

- participate in interventions with an individual including facilitating transitions/endings
- participate in interventions with a family and/or group including facilitating transitions/endings
- participate in interventions with community and/or organization including facilitating transitions/endings
- consult with practicum instructor to determine appropriate intervention strategies that are culturally responsive and evidence-informed to achieve client and constituency self-determined goals
- consult with research literature to determine appropriate intervention strategies that are culturally responsive and evidence-informed to achieve client and constituency self-determined goals
- discuss options with clients and select mutually agreed upon actions to achieve goals
- partner with community groups and marginalized/oppressed populations to identify interventions\ strategies
- review program goals and discuss what strategies are used to reach goals
- participate in strategic planning
- assist in identifying possible sources of funding for agency and/or participate in grant writing

- suggest or help plan a new program or policy change that will help achieve the goals of clients of all size systems or organizational goals
- Identify and connect clients to appropriate community resources to meet their self-identified needs
- Other:

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies

- negotiate or advocate for services on behalf of a client/assist client in obtaining needed resources
- serve as a mediator within a client system or between a client system and another system
- work out an agreement between two or more parties
- assist in gaining community support for a program, policy, or population group
- explain client needs to service provider or team member or assist client in explaining such needs
- assist in organizing a group to advocate with and on behalf of clients and constituencies
- attend an activity involving negotiation, mediation, or advocacy with and on behalf of clients and constituencies
- Other:

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

(Knowledge/Skills)

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

a. select and use culturally responsive methods for evaluation of outcomes

(The first 3 are required for SWK 473. If necessary, we can help identify ways to accomplish these.)

- participate in evaluating practice with an individual
- participate in evaluating practice with a family and/or group
- participate in evaluating practice with a community and/or organization
- review agency procedures and methods of evaluating outcomes at organizational and micro/macro levels and discuss with practicum instructor
- select culturally responsive method of evaluating outcomes for an individual client
- suggest culturally responsive methods to evaluate outcomes
- review literature regarding appropriate methods for evaluation of outcomes
- determine what to measure in evaluation of outcomes
- put together relevant data for agency
- Other:

b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

- use single system design(s) to evaluate effectiveness of intervention

- analyze program outcome data
- implement program evaluation plan
- use meetings with practicum instructor and weekly logs to analyze, monitor, and evaluate practice
- read, discuss research related to practice evaluation
- conduct follow-up interviews or implement surveys to evaluate practice effectiveness and/or impact of policy at micro, mezzo, and macro levels
- explain how results of evaluation of practice could be used to improve practice effectiveness
- explain/make recommendations of how program evaluation could be used to improve effectiveness
- Other:

Identify strengths and areas for further development:

Student:

Date:

Practicum Instructor:

Date:

Social Work Supervisor (if different) Date:

Appendix 5: Agency Orientation Checklist

Objectives:

1. To relieve student anxiety about beginning a practicum placement.
2. To orient the student to the requirements, policies, working conditions, safety guidelines, client needs, and internal organization of the agency.
3. To help students begin to focus on self, to increase higher self-awareness.

Action Steps to Achieve Objectives:

- _____ Develop written orientation schedule.
- _____ Introduce student interns to staff.
- _____ Introduce student to clerical and receptionist staff.
- _____ Arrange for key supervisory staff or administrators to meet with student.
- _____ Tour the agency.
- _____ Provide map of agency, city and county.
- _____ Specify agency expectations on rules of behavior and appropriate dress to the student.
- _____ Provide student with current job description, detailing the functions of the intern and responsibilities of the agency.
- _____ Make a checklist of tasks to be completed during orientation.
- _____ Focus on exact role of social work student at your agency.
- _____ Provide student with information on history of agency, organizational structure, funding sources, policies, programs, etc.
- _____ Provide organizational charts.
- _____ Provide agency procedural and personnel manuals. Orient student to safety measures
- _____ Arrange for the student to observe each step of the employment process (intake-termination),
seeing what each staff person does, and how staff members relate to each other.
- _____ Arrange for student to spend time during practicum visiting key agencies and people the student will be working with.
- _____ Develop bibliography of suggested readings.
- _____ Develop list of abbreviations, symbols and technical terminology peculiar to the setting;

library

rules and regulations, and list of agency holidays.

- _____ Arrange for the student to observe you directly in your work with clients and other social workers.
- _____ Set specific learning goals.
- _____ Discuss the supervision process and schedule weekly supervision times.
- _____ Discuss the human element of social work practice.
- _____ Help the student to begin to focus on self to increase his/her self-awareness.
- _____ Help student to identify problems and fears about fulfilling his/her and your expectations.
- _____ Review with student his/her classroom curriculum.
- _____ Schedule specific supervision session to evaluate training orientation.
- _____ Negotiate beginning contract with students and complete form together.

Adapted from “Designing an Effective Orientation Session,” SYNERGIST “Job Description, Matching Volunteer Skills with Agency Needs,” SYNERGIST: and A Supervisor’s Study Guide for Student Perception of Off-Campus Learning.”

Field Instruction, Suzanna J. Wilson, The Free Press, 1981.

Appendix 6: Practicum Checklist

Semester/Date: _____

Hours: 100 or 400

Date student admitted into the program: _____

Verification of completion of prerequisites: _____

1. STUDENT NAME: _____

PHONE NUMBER: (____) _____ - _____

2. AGENCY NAME: _____

AGENCY WEBPAGE (if available): _____

AGENCY PHONE NUMBER: (____) _____ - _____

3. AGENCY PRACTICUM INSTRUCTOR'S NAME: _____

POSITION IN AGENCY: _____

EMAIL (if available): _____

4. CONTRACT AGREEMENTS:

MEMORANDUM OF AFFILIATION: _____

LEARNING CONTRACT: _____

5. STUDENT FORMS (if requested):

STUDENT RESUME: _____ STUDENT COVERLETTER: _____

6. WEEKLY LOGS (MUST BE TURNED IN ON A WEEKLY BASIS):

LOGS: _____ PRACTICUM TIME SHEET: _____

7. MID-TERM EVALUATION:

EVALUATION DATE: _____ TIME: _____

8. SOCIAL WORK AGENCY PROFILE: _____ EVALUATION OF PRACTICE ASSIGNMENT: _____

9. EVALUATIONS:

PRACTICUM INSTRUCTOR EVALUATION (COMPETENCIES): _____

STUDENT EVALUATION OF PLACEMENT: _____

10. ATTENDANCE & PARTICIPATION IN WEEKLY INTEGRATIVE SEMINARS: _____

11. DATE COMPLETED: _____ TOTAL HOURS: _____

Appendix 7: Weekly Log

Name:

Weekly hours:

Week of:

Cumulative (Total) hours:

Case/situation/system/client: (describe briefly)

Competencies: Identify at least 2 competencies used and specify the related knowledge, values, skills, theories, and practice behaviors. Explain how these were demonstrated.

Code of Ethics: Choose at least one point from the NASW **Ethical Standards** to discuss with relation to the Competencies that you chose. Choose a different point from the Ethical Standards weekly.

Code of Ethics: English (socialworkers.org)

Next Steps:

Self-reflection/Comments:

Week at a glance:

Plan of Improvement: (if any of the professional dispositions falls below a 3)

Student Name:

Practicum Instructor Name:

Social Work Supervisor's Name (and signature) if separate from Practicum Instructor:

Example 1: Weekly Log

Name: _____

Weekly hours: _____

Week of: _____

Cumulative hours: _____

Case/situation/system/client: (describe briefly)

The client is a 28 -year-old Caucasian woman with two children ages 4 and 3. CPS became involved due to alleged neglect. The children were found walking down the sidewalk with no supervision. When the CPS worker arrived, the police were already there. The client stated she had fallen asleep and the children must have figured out how to open the lock. She appeared to be under the influence of a drug. She reported that the father is incarcerated. The children were placed temporarily with the maternal grandmother.

This visit was a follow up visit to review/develop a case plan. I accompanied the social worker to the visit. The client seemed cordial but guarded at first. The worker smiled and greeted her and as we walked in the home, I commented on what a cute picture of her children she had on the wall. The worker acknowledged that being a single parent must be difficult. She seemed to relax a little after that but became tearful as she talked about her children being taken from her. I offered her a tissue and told her it sounded as though her children meant a lot to her. By the end of the visit, she agreed to go to drug treatment and to participate in in-home parenting education.

Competencies: Identify at least 2 competencies used and specify the related knowledge, values, skills, theories, and practice behaviors. Explain how these were demonstrated.

#8 Intervene with individuals, families, groups, organizations, and communities – We identified services that would be helpful to the client. First, a drug treatment program at Agency A. I contacted the agency and determined that this client would meet the eligibility requirements. At first, the appointment offered was a month away. I wanted to advocate for this client and asked if they could possibly find a way to fit her in earlier, and was able to get her an earlier appointment. The second referral was for in-home services. I completed the paperwork necessary to get her approved for this service.

#1 “recognize and manage personal values...” – at first, when I read the initial CPS report, I had a preconceived idea that this mother was just a terrible parent and “druggie” who didn’t care about her children. It is sometimes hard to be non-judgmental when I see parents neglect or abuse children. I form a judgment about that parent but have to remind myself that everyone has a story and most parents really want to be good parents – many just have not had good role models, are affected by addiction, or have emotional issues themselves that get in the way. During the visit I learned that this client has had a long difficulty history herself and feels overwhelmed, helpless, and ashamed.

#10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities: There are several practice behaviors associated with this competency that were used this week. I engaged with this client using empathy (identifying her feelings and strengths), participated in assessment and developing a plan of action with the client. I believe I am gaining confidence in my interviewing skills and learning how to work with clients in developing a plan with measurable objectives.

This will help in evaluating whether or not the intervention was successful. I see the importance of building a relationship with the client and working with the client in identifying goals.

Code of Ethics: Choose at least one point from the NASW **Ethical Standards** to discuss with relation to the Competencies that you chose. Choose a different point from the Ethical Standards weekly.

Code of Ethics: English (socialworkers.org)

When addressing competency 1, I used point 1.05 b Cultural Competence to help me maintain professionalism, and understand my client. Point 1.05b states “Social workers should demonstrate knowledge that guides practice with clients of various cultures and be able to demonstrate skills in the provision of culturally informed services that empower marginalized individuals and groups. Social workers must take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege.” (NASW Code of Ethics, 2021). I also applied the Social Work Value of “dignity and worth of the person” by recognizing and checking and correcting my own preconceived ideas. (NASW Code of Ethics, 2021).

(Next Steps: The appointment for substance abuse treatment has been set and the in-home services paperwork has been submitted for approval.

Self-Reflection/Comments: I find myself becoming more confident in my interviewing skills and more familiar with the process of working with clients in this agency. I am still a little uncomfortable approaching a client for the first time, not knowing what to expect, but I am also becoming more comfortable with this. I thought about the motivational interviewing skills we learned in class and I noticed how they were used. I really want this client to succeed, but I realize that addiction is powerful and it will take a lot of support and time. I remembered the importance of empathy and considered the information we learned about addiction in class.

Week at a glance: In addition to this visit, I went to court with a worker, attended a staff meeting, and helped to fill out paperwork.

Signature of Student: _____ Date: _____

Signature of Practicum Instructor: _____ Date: _____

Example 2: Weekly Log

Name: _____

Weekly hours: _____

Week of: _____

Cumulative hours: _____

Case/situation/system/client: (describe briefly)

I attended a community meeting of representatives of 6 different agencies. The meeting was to discuss the Community Outreach program that is being proposed for grant funding. The agency representatives included executive directors as well as some case managers and other professional staff. The meeting lasted for 2 hours and was facilitated by Leslie Smith from Agency B. The meeting began with introductions and then the program was explained. Several participants gave input about program goals and possible barriers. The barriers were discussed and there was some brainstorming regarding the best approach. It was decided to form some subcommittees to work on different aspects of the grant. Another meeting will be held in two weeks.

Competencies: Identify at least 2 competencies used and specify the related knowledge, values, skills, theories, and practice behaviors. Explain how these were demonstrated.

#7 Assess Individuals, Families, Groups, Organizations, and Communities

During the meeting, several models for the program's implementation were discussed. I was able to hear and consider pros and cons for various approaches to designing the program. There are a lot of things to consider that I hadn't really thought about. This made me think more deeply about some of the issues. For instance, should the program focus more on prevention by developing community recreation activities for kids, or should it focus more on providing education for parents, or by targeting high risk teens for after school programs. I think it would be helpful to research what has been successful in other communities so I began a literature review and also looked up some programs on line (competency #4) I also think this relates to competency #3 and #5. Assuring that all families have access to services in the community is related to social and economic justice/human rights and creating this new program will also mean developing new policies. Competency #8 was used as relationships were developed between agencies and mutual goals were determined.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

The representatives discussed the importance of involving members of the target system in all stages of program development. The targeted community includes many families of color whose voices have often not been heard.

Code of Ethics: Choose at least one point from the NASW **Ethical Standards** to discuss with relation to the Competencies that you chose. Choose a different point from the Ethical Standards weekly.

Code of Ethics: English (socialworkers.org)

When addressing Competency 7, in order to better educate myself about the best models for program implementation, I used point 5.02 Evaluation and Research (c) which states “Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.” (NASW Code of Ethics, 2021). In this way, I reviewed the literature to guide practice.

Next Steps I have read some literature related to programs in other communities and I am writing a summary to give my practicum instructor. I have volunteered to be on a subcommittee and a meeting has been scheduled.

Self-Reflection/Comments: although I like working with individual clients, I see the importance of working to change/enhance community systems. It is also stimulating and inspiring to work with others and in planning something new and working to solve community problems. I am thinking about social justice issues as I work with families and other community groups.

Week at a glance: In addition to this meeting, I sat in on a client interview and read through some client charts to discuss with my practicum instructor.

Signature of Student: _____ Date: _____

Signature of Practicum Instructor: _____ Date: _____

Appendix 8: Agency Profile Outline

Agency Organization: Type of organization (public/private), organizational chart and relationship to board of directors, parent organization, government body, etc.

Overview: brief history, mission, sources of funding

Services/Programs: services provided

Clients: diversity, types of problems presented, qualifications for receiving services, sources of referral

Professional Staff: what professional disciplines are represented?

How does the agency evaluate its effectiveness? What are your observations about the effectiveness? Would you suggest any changes?

What human rights and social, economic, and environmental issues does this agency address and what agency practices advance these justice issues? What, if any, strategies are used to eliminate oppressive structural barriers to ensure that protection of civil, political, environmental, economic, social, and cultural human rights are protected?

What current issues are facing this agency?

Discuss the agency's approach and format to documentation.

Include in-text citations for your sources of information in APA format and an APA reference page.

Appendix 9: 100 hour Practicum Evaluation (AS 3.3.5v)

Student Name:

Agency:

For each category below, please circle the number that best reflects the level of achievement (based on expectations for a junior level BSW student).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision	0 - 1	2	3	4	5

making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	Violates ethical standards or does not seem to understand ethical standards	No ethical violations but lacks understanding of ethical standards.	Beginning to use relevant ethical standards in practice (confidentiality, strengths perspective, able to identify conflicts of interest/dual relationship issues, etc) appropriate to context, critically thinks about ethical decisions.	Able to proactively identify ethical standards and conflicts	Consistently applies relevant ethical standards, critically analyzes ethical dilemmas to reach appropriate decisions appropriate to context, seeks to learn more about ethical decision making, informs others, analyzes policies/practices and seeks ways to strengthen
Comments					
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication	0 - 1	2	3	4	5
	Consistently tardy or absent, appearance interferes with work, shows poor attitude, and/or does not communicate professionally	Some inconsistency with attendance, communication, and attitude	Consistently on time and attendance is good, appearance is consistent with agency standards, and generally positive attitude, appropriate professional communication skills	Consistently on time and attendance is good, appearance is consistent with agency standards, and generally positive attitude, appropriate professional communication skills. Consistent professional communication.	Always on time or early, volunteers for extra work or extra hours, does not complain, is always positive & respectful in communication with others
Comments					
c. Use technology ethically and appropriately to facilitate practice outcomes	0 - 1	2	3	4	5
	Does not use technology effectively or demonstrates unethical use of technology	Lacks understanding of ethical use of technology but no unethical use.	Understands appropriate and ethical use of technology	Understands and is able to communicate appropriate and ethical use of technology	Can teach others about technology and ethical uses, and/or develops innovative technology uses
Comments					

d. Use supervision and consultation to guide professional judgment and behavior	0 - 1	2	3	4	5
	Resents/avoids supervision, is inconsistent or unprepared for supervisory meetings, ignores supervisory guidance	Avoids or inconsistently attends supervisory meetings and/or inconsistently applies guidance	Meets regularly with supervisor, identifies areas for self-improvement, asks appropriate questions, is tactful in disagreements	Always on time and prepared for meetings with supervisor, meets regularly with supervisor, identifies areas for self-improvement, asks appropriate questions, is tactful in disagreements	Initiates supervisory meetings, is appropriately assertive in seeking help from relevant professionals in addition to practicum instructor, is insightful and thinks critically about feedback
Comments					

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Advocate for human rights at the individual, family, group, organizational, and community system levels	0 - 1	2	3	4	5
	Does not demonstrate understanding human rights or oppressive structural barriers or ability to advocate	Has minimal understanding of human rights or oppressive structural barriers or ability to advocate.	Can recognize human rights issues, oppressive barriers, and understands advocacy strategies	Consistently recognizes human rights issues, oppressive barriers, and understands advocacy strategies	Educates others about human rights issues/oppressive barriers consistent with social work values and advocates for human rights and change when needed

Comments					
b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	0 - 1	2	3	4	5
	Does not recognize social, economic and environmental justice issues	Has a surface understanding of social, economic and environmental justice issues	Can identify a particular policy, regulation, law intended to advance social and economic justice and explain why the policy was needed and who it serves or identify unjust polices/practices	Can identify a particular policy, regulation, law intended to advance social and economic justice and explain why the policy was needed and who it serves and identify unjust polices/practices	Identifies an area of need and can develop a strategy for change (such as lobbying, rewriting of policy, advocating for client services, etc.)
Comments					

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Instructions: For each category, circle the number which best reflects the student’s level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
	0-1	2	3	4	5

<p>a.</p> <p>Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</p>	<p>Cannot identify racism, impact of White-supremacy, and oppression and does not understand the role of diversity and intersectionality in shaping life experiences and practice</p>	<p>Limited ability to identify racism, impact of White-supremacy, and oppression and does not understand the role of diversity and intersectionality in shaping life experiences and practice</p>	<p>Beginning knowledge of concepts related to racism, White-supremacy, and oppression and role of diversity and intersectionality and uses knowledge in engagement, assessment planning, implementation at all levels of practice</p>	<p>Good understanding of racism, impact of White-supremacy, and oppressive practices. Seeks to understand these issues in more depth through application of engagement, assessment planning, implementation at all levels of practice</p>	<p>Good understanding of racism, impact of White-supremacy, and oppressive practices. Seeks to understand these issues in more depth. Demonstrates this knowledge in practice across all sized systems.</p>
<p>Comments</p>					
<p>b.</p> <p>Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies , acknowledging them as experts of their own lived experiences</p>	<p>0 – 1</p> <p>Does not make effort to learn clients’ stories, assumes information, over-generalizes, stereotypes, or is disinterested in learning about differences from clients. Does not acknowledge or manage influence of bias, power, privilege and values in work with clients and constituents. Demonstrates rigidity (right/wrong) in thinking, personal biases and values interfere with ability to work with diverse clients</p>	<p>2</p> <p>Makes some effort to learn clients’ stories, assumes information, over-generalizes, stereotypes, or is disinterested in learning about differences from clients. Does not acknowledge or manage influence of bias, power, privilege and values in work with clients and constituents. Demonstrates rigidity (right/wrong) in thinking, personal biases and values interfere with ability to work with diverse clients</p>	<p>3</p> <p>Identifies appropriate questions in client interviews or organizational or community assessments, demonstrates awareness that the client is the expert on him/herself. Tries to be aware of biases, influence of power and privilege and manages the influences of these biases in working with diverse clients. Show interest in exploring cultural difference.</p>	<p>4</p> <p>Regularly identifies appropriate questions in client interviews or organizational or community assessments, demonstrates awareness that the client is the expert on him/herself. Consistently works on awareness of own biases, influence of power and privilege and manages the influences of these biases in working with diverse clients. Show interest in exploring cultural difference.</p>	<p>5</p> <p>Consistently demonstrates self-awareness and ability to eliminate the influence of personal biases, power, privilege, and values that would negatively influence work with clients Initiates efforts to learn more about diverse client systems by reading, becoming involved in cultural experiences, implementing focus groups or conducting needs assessments or surveys and incorporates findings into practice.</p>

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources

Instructions: For each category, circle the number which best reflects the student’s level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Apply research findings to inform and improve practice, policy, and programs; and	0 – 1	2	3	4	5
	Cannot articulate connection between practice, policy and research. Does not consult research literature or analyze research findings	Has minimal understanding of the between practice, policy and research. Inconsistently consults research literature or analyzes research findings	Able to utilize current literature and identify a research question related to practice and can articulate approaches to finding answers in a scientific manner	Utilizes scholarly research based on practice experience. Can utilize qualitative and quantitative methods and share research findings. Analyzes policies or models of practice in agency based on credible research; identifies strategies for change	Utilizes and may propose scholarly research based on practice experience. Can utilize qualitative and quantitative methods and share research findings. Analyzes policies or models of practice in agency based on credible research; identifies strategies for change
Comments					
	0 – 1	2	3	4	5

b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	does not demonstrate understanding of bias in research	Limited understanding of bias in research	Has awareness of biases in research and seeks to identify own biases.	Consistently demonstrates awareness of biases in research and seeks to identify own biases working toward self-correction and professional growth.	Uses ethical culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
Comments					

<p>Competency 5: Engage in Policy Practice</p> <p>Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.</p>					
<p><i>Instructions: For each category, circle the number which best reflects the student's level of achievement.</i></p>					
Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
	0 – 1	2	3	4	5

a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	Does not view social policies and services through the lens of social justice, anti-racism, and anti-oppression	Inconsistently attempts to view social policies and services through the lens of social justice, anti-racism, and anti-oppression	Understands the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses.	Proactively practices understanding the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses	Discusses with supervisor the impact of policies from rights-based, anti-oppressive, and anti-racist lenses and identifies possible changes to better serve clients
Comments					
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	0 – 1	2	3	4	5
	Minimizes human rights and social and economic justice issues or shows no interest in issues	Little understanding of human rights and social and economic justice issues	Expresses interest in a human rights/social, racial, economic, and environmental issue and is able to critically analyze the issue	Consistently works to identify human rights/social, racial, economic, and environmental issue, and is able to critically analyze the issue	Identifies issues, raises awareness, supports efforts for change; or participates with others in change efforts Presents or implements plan to promote such policies and prepares to follow up
Comments					

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	0 – 1 No attention to or understanding of context of human behavior. Does not effectively engage with clients.	2 Limited use of HBSE knowledge and theories. Attempts using knowledge of human behavior to engage with clients	3 Beginning use of HBSE knowledge and theories – uses knowledge of human behavior to engage with clients-	4 Consistent use of HBSE knowledge and theories – uses knowledge of human behavior to engage with clients	5 Clearly and consistently articulates, applies, and builds on knowledge and theories relative to HBSE in engagement with all size systems
Comments					
b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	0 – 1 Does not demonstrate empathy, reflection or skills to effectively engage in culturally responsive practice with clients and constituencies	2 Rudimentary attempts to use empathy, reflection or skills to effectively engage in culturally responsive practice with clients and constituencies	3 Beginning demonstration of empathy, respect for client, self-reflection, active listening skills, beginning where the client is.	4 Consistent demonstration of empathy, respect for client, self-reflection, active listening skills, beginning where the client is	5 Demonstrates effective interpersonal skills, communicates empathy and active listening skills in culturally responsive practice with clients and constituents
Comments					

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human

behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	0 – 1 Unable to collect relevant information or analyze and interpret information, disorganized. Assessment is not culturally responsive. Assessments do not reflect understanding of person and environment	2 Limited attempts to collect relevant information or analyze and interpret information. Assessment is not culturally responsive. Assessments reflect only a rudimentary understanding of person and environment	3 Beginning to ask appropriate, culturally responsive questions, learning to pull together information in organized fashion, and drawing reasonable conclusions. Assessments begin to reflect understanding of relevant bio-psycho-social elements	4 Constantly asks appropriate, culturally responsive questions, learning to pull together information in organized fashion, and drawing reasonable conclusions. Assessments begin to reflect understanding of relevant bio-psycho-social elements	5 Collection and interpretation of information demonstrating cultural responsiveness and application of appropriate theories and frameworks
Comments					
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	0 – 1 Does not demonstrate respect for self-determination, does not collaborate in developing mutually agreed-upon plan. Does not recognize strengths, fails to engage the client in planning process, goals do not match assessed needs and challenges are not considered	2 Minimal respect for self-determination. Minimal collaboration in developing a mutually agreed-upon plan. Limited recognition of strengths, Difficulty engaging the client in the planning process, goals do not match assessed needs and challenges are not considered	3 Beginning to develop goals (or identify potential goals with practicum instructor) in collaboration with client and based on the critical assessment of strengths, needs, and challenges within clients and constituencies	4 Consistently able to develop goals (or identify potential goals with practicum instructor) in collaboration with client and based on the critical assessment of strengths, needs, and challenges within clients and constituencies	5 Develops a plan in collaboration with clients and constituencies that respects self-determination, addresses critical assessment of strengths, needs, and challenges within clients and constituencies, diversity elements, and considers micro, mezzo, and macro systems

Comments					
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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. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	0 – 1 Unable to implement appropriate interventions	2 Minimally or inconsistently able to implement appropriate interventions	3 Beginning to choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	4 Able to regularly choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	5 Able to consistently and independently choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
Comments					
b. Incorporate culturally	0-1	2	3	4	5

responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	Does not make an effort to engage in these behaviors, or does so in an unprofessional manner	Struggles to engage in these behaviors, or does so in an inconsistent manner	Able to observe and identify situations calling for negotiation, mediation, or advocacy. Shows willingness to advocate on behalf of clients and constituents using culturally responsive methods.	Regularly observes and identifies situations calling for negotiation, mediation, or advocacy. Shows willingness to advocate on behalf of clients and constituents using culturally responsive methods.	Acts appropriately on behalf of clients. Incorporates culturally responsive methods. Demonstrates some skills in conflict resolution, negotiation, mediation, and advocacy and ability to secure resources or services for clients in difficult situations
Comments					

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Select and use culturally responsive methods for evaluation of outcomes	0 – 1	2	3	4	5
	Does not demonstrate understanding of appropriate methods for evaluation of outcomes	Limited understanding of appropriate methods for evaluation of outcomes	Able to identify and use culturally responsive methods and to use at least one method for evaluating outcomes	Consistently identifies and uses culturally responsive methods and to use at least one method for evaluating outcomes	Uses multiple measures to evaluate outcomes or selects at least one outcome to measure using appropriate methods. Methods are culturally responsive.
Comments					

b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	0 – 1	2	3	4	5
	No interest in or ability to evaluate practice and improve practice	Limited ability to evaluate practice and improve practice	Able to assess outcomes (such as - uses single subject design or program evaluations), discusses with supervisor. Able to use evaluation findings to identify ways to improve practice	Consistently assesses outcomes (such as -uses single subject design or program evaluations), discusses with supervisor. Able to use evaluation findings to identify ways to improve practice	Shows sense of responsibility for ongoing practice evaluation with individuals, families, groups, organizations, and communities and shares appropriate information with others to enhance services, initiates or suggests evaluation activities for the agency. Uses evaluation findings for self-improvement and to propose improvements in agency and/or larger system
Comments					

Overall Comments including strengths, areas for improvement, and recommendations (add additional pages if needed):

Student signature/date:

Practicum instructor signature/date:

Appendix 10: 400 hour Practicum Evaluation

Student Name:

Agency:

For each category below, please circle the number that best reflects the level of achievement (based on expectations for a senior level BSW student).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	0 - 1	2	3	4	5
	Violates ethical standards or does not seem to understand ethical standards	No ethical violations but lacks understanding of ethical standards	Beginning to use relevant ethical standards in practice (confidentiality, strengths perspective, able to identify conflicts of interest/dual relationship issues, etc) appropriate to context, critically thinks about ethical decisions	Able to proactively identify ethical standards and conflicts	Consistently makes ethical decisions applying appropriate standards. Seeks to learn more about ethical decision making or informs others of ethical standards and decision making. Analyzes policies/practice to determine ethical approaches, identifies ways to strengthen ethical practice

Comments					
b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication	0 - 1	2	3	4	5
	Consistently tardy or absent, appearance interferes with work, shows poor attitude, and/or does not communicate professionally	Some inconsistency with attendance, communication, and attitude	Consistently on time and attendance is good, appearance is consistent with agency standards, and generally positive attitude, appropriate professional communication skills	Consistently on time and attendance is good, appearance is consistent with agency standards, and generally positive attitude, appropriate professional communication skills. Consistent professional communication	Always on time or early, is always positive & respectful in communication with others. Excellent communication skills. Models professional behavior.
Comments					
c. Use technology ethically and appropriately to facilitate practice outcomes	0 - 1	2	3	4	5
	Does not use technology effectively or demonstrates unethical use of technology	Lacks understanding of ethical use of technology but no unethical use	Demonstrates appropriate and ethical use of technology	Understands and is able to communicate appropriate and ethical use of technology	Above average knowledge and skills, can teach others about technology and ethical uses, and/or develops innovative technology uses
Comments					
d. Use supervision and consultation to guide professional judgment and behavior	0 - 1	2	3	4	5
	Resents/avoids supervision, is defensive or unprepared for supervisory meetings, ignores supervisory guidance.	Avoids or inconsistently attends supervisory meetings and/or inconsistently applies guidance	Meets regularly with supervisor, identifies areas for self-improvement, asks appropriate questions, is tactful in disagreements	Always on time and prepared for meetings with supervisor, meets regularly with supervisor, identifies areas for self-improvement, asks appropriate questions, is tactful in disagreements	Initiates supervisory meetings, is appropriately assertive in seeking help from relevant professionals in addition to practicum instructor, is insightful and thinks critically about feedback.

Comments					
<p>Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.</p>					
<p><i>Instructions: For each category, circle the number which best reflects the student's level of achievement.</i></p>					
Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Advocate for human rights at the individual, family, group, organizational, and community system levels	0 – 1 Does not demonstrate understanding human rights or oppressive structural barriers or ability to advocate	2 Has minimal understanding of human rights or oppressive structural barriers or ability to advocate	3 Recognizes human rights issues, oppressive barriers, and has an understanding of advocacy strategies	4 Consistently recognizes human rights issues, oppressive barriers, and understands advocacy strategies	5 Identifies and addresses gaps in services or human rights issues. Educates others about human rights issues/oppressive barriers consistent with social work values and advocates for human rights and change when needed in an effective and appropriate way
Comments					
b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	0 - 1 Does not recognize social, economic and environmental justice issues	2 Has a surface understanding of social, economic and environmental justice issues	3 Can identify a particular policy, regulation, law intended to advance social and economic justice and explain why the policy was needed and who it serves, or identify unjust polices/practices	4 Can identify a particular policy, regulation, law intended to advance social and economic justice and explain why the policy was needed and who it serves and identify unjust polices/practices	5 Identifies an area of need and can develop a strategy for change (such as lobbying, rewriting of policy, advocating for client services, etc.)

Comments					
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p>					
<p><i>Instructions: For each category, circle the number which best reflects the student's level of achievement.</i></p>					
Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	0-1 Cannot identify racism, impact of White-supremacy, and oppression and does not understand the role of diversity and intersectionality in shaping life experiences and practice	2 Limited ability to identify racism, impact of White-supremacy, and oppression and does not understand the role of diversity and intersectionality in shaping life experiences and practice	3 Good working knowledge of anti-racist and anti-oppressive social work and demonstrates this in practice at the individual, family, group, organizational, community, research, and policy levels	4 Good understanding of racism, impact of White-supremacy, and oppressive practices. Seeks to understand these issues in more depth through application of engagement,	5 Initiates efforts to learn more and educate others about anti-racist and anti-oppressive social work practice including influence of White-supremacy across all size systems and at research and policy.

				assessment planning, implementation at all levels of practice	Seeks to understand these issues in more depth. Demonstrates this knowledge in practice across all sized systems and in research and policy practice
Comments					
b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	0 – 1	2	3	4	5
	Does not make effort to learn clients’ stories, assumes information, over-generalizes, stereotypes, or is disinterested in learning about differences from clients. Does not acknowledge or manage influence of bias, power, privilege and values in work with clients and constituents. Demonstrates rigidity (right/wrong) in thinking, personal biases and values interfere with ability to work with diverse clients	Makes some effort to learn clients’ stories, assumes information, over-generalizes, stereotypes, or is disinterested in learning about differences from clients. Does not acknowledge or manage influence of bias, power, privilege and values in work with clients and constituents. Demonstrates rigidity (right/wrong) in thinking, personal biases and values interfere with ability to work with diverse clients	Identifies appropriate questions in client interviews or organizational or community assessments, demonstrates awareness that the client is the expert on him/her self. Tries to be aware of biases, influence of power and privilege and manages the influences of these biases in working with diverse clients. Show interest in exploring cultural/racial and other elements of diversity.	Regularly identifies appropriate questions in client interviews or organizational or community assessments, demonstrates awareness that the client is the expert on him/herself. Consistently works on awareness of own biases, influence of power and privilege and manages the influences of these biases in working with diverse clients. Show interest in exploring cultural difference	Consistently demonstrates self-awareness and ability to eliminate the influence of personal biases, power, privilege, and values that would negatively influence work with clients. Initiates efforts to learn more about diverse client systems by reading, becoming involved in cultural experiences, implementing focus groups or conducting needs assessments or surveys and incorporates findings into practice
Comments					

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice

decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Apply research findings to inform and improve practice, policy, and programs; and	0 – 1 Cannot articulate connection between practice, policy and research. Does not consult research literature or analyze research findings	2 Has minimal understanding of the between practice, policy and research. Inconsistently consults research literature or analyzes research findings	3 Utilizes current literature and identifies a research question related to practice and can articulate approaches to finding answers in a scientific manner	4 Utilizes scholarly research based on practice experience. Can utilize qualitative and quantitative methods and share research findings. Analyzes policies or models of practice in agency based on credible research; identifies strategies for change	5 Utilizes, designs and implements scholarly research based on practice experience. Can utilize qualitative and quantitative methods and share research findings. Analyzes policies or models of practice in agency based on credible research; identifies strategies for change
Comments					
b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	0 – 1 does not demonstrate understanding of bias in research	2 Limited understanding of bias in research	3 Has awareness of biases in research and seeks to identify biases.	4 Consistently demonstrates awareness of biases in research and seeks to identify own biases working toward self-correction and professional growth	5 Consistently uses ethical culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work

Comments					
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Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	0 – 1 Does not view social policies and services through the lens of social justice, anti-racism, and anti-oppression	2 Inconsistently attempts to view social policies and services through the lens of social justice, anti-racism, and anti-oppression	3 Understands the role of policy in service deliver through rights-based, anti-oppressive, and anti-racist lenses and applies this in practice	4 Proactively practices understanding the role of policy in service deliver through rights-based, anti-oppressive, and anti-racist lenses	5 Discusses with supervisor the impact of polices from rights-based, anti-oppressive, and anti-racist lenses and identifies and recommends and advocates for policy changes to better serve clients
Comments					
	0 – 1	2	3	4	5

b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	Minimizes human rights and social and economic justice issues or shows no interest in issues	Little understanding of human rights and social and economic justice issues	Expresses interest in a human rights/social, racial, economic, and environmental issue and can critically analyze the issue	Consistently works to identify human rights/social, racial, economic, and environmental issue, and is able to critically analyze the issue	Identifies issues, raises awareness, lobbies for change; or participates with others in change effort. Presents or implements plan to promote such policies and prepares to follow up
Comments					

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	0 – 1 No attention to or understanding of context of human behavior. Does not effectively engage with clients.	2 Limited use of HBSE knowledge and theories. Attempts using knowledge of human behavior to engage with clients	3 Appropriate use of HBSE knowledge and theories – uses knowledge of human behavior to engage with clients, demonstrates differential approaches to engagement based on context/diversity	4 Consistent use of HBSE knowledge and theories – uses knowledge of human behavior to engage with clients	5 Clearly and consistently articulates, applies, and builds on knowledge and theories relative to HBSE in engagement with all size systems

Comments					
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	0 – 1	2	3	4	5
	Does not demonstrate empathy, reflection or skills to effectively engage in culturally responsive practice with clients and constituencies	Rudimentary attempts to use empathy, reflection or skills to effectively engage in culturally responsive practice with clients and constituencies	Demonstrates empathy, respect for client, self-reflection, active listening skills, beginning where the client is	Consistent demonstration of empathy, respect for client, self-reflection, active listening skills, beginning where the client is	Models effective interpersonal skills, communicates empathy and active listening skills in culturally responsive practice with clients and constituents and even in difficult situations. Helps clients put word into feelings and finds deeper meanings.
Comments					

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
	0 – 1	2	3	4	5

a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	Unable to collect relevant information or analyze and interpret information, disorganized. Assessment is not culturally responsive. Assessments do not reflect understanding of person and environment	Limited attempts to collect relevant information or analyze and interpret information. Assessment is not culturally responsive. Assessments reflect only a rudimentary understanding of person and environment	Asks appropriate, culturally responsive questions, pulls together information in organized fashion, and draws reasonable conclusions. Assessments reflect understanding of relevant bio-psycho-social elements across all size systems	Constantly asks appropriate, culturally responsive questions, learning to pull together information in organized fashion, and drawing reasonable conclusions. Assessments begin to reflect understanding of relevant bio-psycho-social elements	Thorough collection of in-depth information and interpretation of information demonstrating cultural responsiveness and application of appropriate theories and frameworks. Views micro, mezzo, and macro aspects.
Comments					
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	0 – 1 Does not demonstrate respect for self-determination, does not collaborate in developing mutually agreed-upon plan. Does not recognize strengths, fails to engage the client in planning process, goals do not match assessed needs and challenges are not considered	2 Minimal respect for self-determination. Minimal collaboration in developing a mutually agreed-upon plan. Limited recognition of strengths, Difficulty engaging the client in the planning process, goals do not match assessed needs and challenges are not considered	3 Develops goals in collaboration with client and based on the critical assessment of strengths, needs, and challenges within clients and constituencies	4 Consistently able to develop goals (or identify potential goals with practicum instructor) in collaboration with client and based on the critical assessment of strengths, needs, and challenges within clients and constituencies	5 Develops a thorough plan in collaboration with clients and constituencies that respects self-determination, addresses critical assessment of strengths, needs, and challenges within clients and constituencies, diversity elements, and considers micro, mezzo, and macro systems
Comments					

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and

interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	0 – 1 Unable to implement appropriate interventions	2 Minimally or inconsistently able to implement appropriate interventions	3 Beginning to choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	4 Able to regularly choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	5 Consistently able to choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals
Comments					
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	0-1 Does not make an effort to engage in these behaviors, or does so in an unprofessional manner	2 Struggles to engage in these behaviors, or does so in an inconsistent manner	3 Identifies situations and strategies calling for negotiation, mediation, or advocacy. Shows willingness and ability to advocate on behalf of clients and constituents using culturally responsive methods.	4 Regularly observes and identifies situations calling for negotiation, mediation, or advocacy. Shows willingness to advocate on behalf of clients and constituents using culturally responsive methods	5 Acts appropriately on behalf of clients. Incorporates culturally responsive methods. Demonstrates skills in conflict resolution, negotiation, mediation, and advocacy and ability to secure resources or services for clients in difficult situations
Comments					

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
a. Select and use culturally responsive methods for evaluation of outcomes	0 – 1 Does not demonstrate understanding of appropriate methods for evaluation of outcomes	2 Limited understanding of appropriate methods for evaluation of outcomes	3 Identifies and demonstrates ability to use culturally responsive methods and to use a variety of methods for evaluating outcomes	4 Consistently identifies and uses culturally responsive methods and to use at least one method for evaluating outcomes	5 Uses multiple measures to evaluate outcomes or selects at least one outcome to measure using appropriate methods. Methods are culturally responsive.
Comments					
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	0 – 1 No interest in or ability to evaluate practice and improve practice.	2 Limited ability to evaluate practice and improve practice	3 Assesses outcomes (such as -uses single subject design or program evaluations), discusses with supervisor. Able to use evaluation findings to identify ways to improve practice	4 Consistently assesses outcomes (such as -uses single subject design or program evaluations), discusses with supervisor. Able to use evaluation findings to identify ways to improve practice	5 Clear sense of responsibility for ongoing practice evaluation with individuals, families, groups, organizations, and communities and shares appropriate information with others to enhance services, initiates or suggests evaluation activities for the agency. Uses evaluation findings for self-improvement and to propose improvements in agency and/or larger system

Comments					
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Overall Comments including strengths, areas for improvement, and recommendations (add additional pages if needed):

Student signature/date:

Practicum instructor signature/date:

Appendix 11: Student Evaluation of Practicum Experience

Student score	Strongly Agree Score = 4	Agree Score = 3	Disagree Score = 2	Strongly Disagree Score = 1	Not Applicable
The agency environment reflected social work values and ethics.					
The agency provided ample workspace and support.					
Orientation to the agency was provided.					
The practicum instructor met with me regularly.					
The Social Work supervisor (if different from Practicum Instructor)					

met with me regularly. If your Practicum Instructor is a Social Worker, mark N/A.					
Student score	Strongly Agree	Disagree	Agree	Strongly Disagree	Not Applicable
The practicum instructor provided appropriate and relevant guidance and constructive feedback.					
The practicum instructor was accessible.					
The practicum instructor was fair in evaluating me.					
I would recommend this agency to other practicum students.					

Strengths of this practicum experience:

Issues/Concerns related to this practicum experience:

.

Other comments:

Appendix 12: Commitment Contract

It is expected that once a student is accepted into the BSW program, academic requirements and standards will be maintained. As a professional program, social work expects students to progress toward a professional level of performance. The BSW degree is reserved for students who have demonstrated that level of competence. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, values, and ethics. Academic performance in the program includes classroom and practicum performance, attendance, ethical behavior, communication skills, and psychological well-being sufficient to maintain positive and constructive relationships with peers, faculty, practicum supervisors and staff, and clients. A continual evaluation of the student includes not only periodic objective evaluations, such as grades and performance in practicum placements, but also professional faculty appraisal of the student's progress and potential. Continuation in the program is contingent upon positive ongoing faculty evaluation of the student's grades, professional attributes, and performance in real or simulated professional situations. A student may be placed on a performance improvement plan, suspended, or terminated from the program for deficiencies in grades or violation of the Professional Expectations as indicated below. The list below contains professional expectations with areas of concern which may indicate that a student is unable or unwilling to follow the NASW Code of Ethics and/or standards set forth by the social work program.

Professional Expectations of Student Behavior

1. **Accountability:** Attend class and practicum as scheduled.
 - a. Set and follow weekly schedule for practicum experience.
 - b. Arrive on time, return from any break in a timely manner, and stay for the entire duration of class or practicum day.
 - c. Actively participates in group activities and assignments at a comparable level to peers.
 - d. Complete work in a timely fashion and according to the directions provided by the instructor and practicum supervisor.
 - e. Come to class prepared, with readings and other assignments completed.
 - f. Make arrangements for special needs (contact Office of Disability Services)
 - g. Fulfill all commitments to your practicum agency.
 - h. Conduct oneself according to the NASW Code of Ethics.

Areas of Concern for classroom and practicum conduct and behavior: Continually unprepared, excessively late, multiple absences, not showing up during scheduled time, or leaving early without prior arrangements, turning assignments in late, sleeping during class or at practicum site, and not following instructions.

2. **Respect and Integrity:** Treat all your peers, your instructors, your clients, and all those with whom you come in contact, with dignity and respect at all times. Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
 - a. Listen while others are speaking and show respect for their opinions.
 - b. Demonstrate the ability to work cooperatively with others, using positive and nonjudgmental language.

- c. Be open to accept and benefit from constructive feedback and acknowledge areas where improvement is needed.
- d. Give feedback to peers in a constructive manner.
- e. Approach conflict with peers, instructors, or practicum site in a cooperative and professional manner.
- f. Follow classroom and practicum agency policies, rules, and standards about the use of technology in class and in practicum settings.
- g. Dress as professionally as other professionals in a given agency. It will project a professional image and promote professional treatment by others. If unsure how to dress in a particular setting or for a particular event, ask your Practicum Instructor, Practicum Faculty Liaison, or Practicum Director and err on the side of modesty.
- h. Abide by university standards regarding plagiarism and learn the rules of APA citation, citing the work of others appropriately and taking credit only for your own work.

Areas of Concern for classroom and practicum conduct and behavior: Appears unwilling/unable to accept feedback, uses derogatory language, demeaning remarks or gestures, disruptive in class or in practicum, monopolizes discussions, engages in academic misconduct/plagiarism, consistently complains about workload, substance misuse causing interference with learning process, and disrupts or is distracted in class or during practicum activities by use of phone/watch/devices.

3. **Confidentiality:** Treat any personal information that you hear about a peer, instructor, or client as strictly confidential.
- a. Follow the NASW Code of Ethics and practicum agency policies regarding confidentiality.
 - b. Maintain privacy and confidentiality of any potentially sensitive information shared in class, dyads, or smaller groups.
 - c. Ensure any service, practicum activity, meeting, or class occurring through videoconferencing or other technological devices maintains privacy and confidentiality of participants.
 - d. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
 - e. Never use names of clients or disclose other identifying information in the classroom or in practicum seminars.

Areas of Concern for classroom and practicum conduct and behavior: Inappropriate disclosure of client information, violation of Code of Ethics and/or agency policies, excessively overshares personal information, privacy and confidentiality not maintained during technology-based activities (i.e. non-authorized individuals in the background or overhearing conversations).

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors and practicum instructors. Constantly strive to improve your abilities.
- a. Come to class and practicum organized, prepared, and on time.
 - b. In a timely fashion, seek out appropriate support when having difficulties in class and/or practicum to ensure success (not waiting until the last minute).
 - c. Take responsibility for the quality of your work, such as tests, assignments, and practicum activities.
 - d. Demonstrate knowledge of and appropriate and professional use of technology.
 - e. Deal appropriately with and control personal emotions that may be affected by classroom discussions, readings, and practicum activities.
 - f. Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients. Address these issues appropriately (i.e. informing supervisor of concerns, engaging in therapy).
 - g. Use self-disclosure appropriately.
 - h. Demonstrate ability to handle uncomfortable discussions and situations.
 - i. Demonstrate appropriate critical thinking, decision-making, and problem-solving skills.
 - j. Demonstrate the ability to form positive, constructive relationships (i.e. with peers, instructors, supervisors, and clients).

Areas of Concern for classroom and practicum conduct and behavior: Appears unable/unwilling to control emotional reactions, substance misuse or emotional concerns that interfere with rapport building or the learning process, demonstrates poor judgement, ineffective critical thinking, decision-making and/or problem-solving skills, excessive use of self-disclosure, overreaction and/or resentment of feedback, unprofessional use of technology, and difficulty or failure to form effective client/social worker relationships.

5. **Anti-Racism, Diversity, Equity, Inclusion, and Social Justice:** Embrace diversity and strive to become more open to people, ideas, and creeds with which you are unfamiliar. Strive to deepen your commitment to social justice for all populations at risk.
- a. Demonstrate a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation and identity, religion, and populations at risk and/or historically excluded populations.
 - b. Demonstrate anti-racist and anti-oppressive social work practice at micro, mezzo, and macro levels.
 - c. Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
 - d. Demonstrate an awareness of personal biases, power, privilege, values, and the impact of one's own behavior toward others.
 - e. Demonstrate an awareness of diversity/cultural preferences on the uses of and access to technology for communications purposes or to receive services (not all clients are comfortable with or have access to technology).
 - f. Demonstrate an understanding of how values and culture interact.

- g. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.
- h. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.
- i. Apply an enhanced understanding of social justice issues to create change in the community where you live and work.

Areas of Concern for classroom and practicum conduct and behavior: Judgmental attitudes and unwillingness to address bias, use of derogatory language and demeaning remarks, engages in discriminatory behavior or harassing words toward other on the basis of race, gender, age, sexual orientation, gender identity, disability, etc., makes verbal threats directed at clients, faculty, staff, or students, and fails to demonstrate ability to communicate empathy, positive regard, and respect for clients, peers, faculty, and supervisors.

6. **Communication:** Strive to improve both verbal and written communication skills, as these skills are used heavily in interactions with clients and peers and also with creating client records.
- a. Demonstrate assertive communication with peers, instructors, and clients.
 - b. Practice and engage in positive, constructive, respectful, and professional communication skills with peers, faculty, practicum supervisors, and clients (body language, empathy, listening).
 - c. Avoid communicating on your cell phone, iPad, and other electronic devices during class, practicum education settings, or during planning and professional meetings, etc.
 - d. Demonstrate professionalism in written assignments, communication, and documentation program (i.e. grammar, spelling, punctuation, clear structure, organization, logical sequence, appropriate citations, etc.).
 - e. Engage in professional and appropriate use of technology when communicating with peers, faculty, supervisors, and clients through videoconferencing and written electronic methods.
 - f. Demonstrate ability to clearly articulate ideas, thoughts, and concepts through both written, verbal, and technology-based communications.

Areas of Concern for classroom and practicum conduct and behavior: Excessive errors in spelling, punctuation, structure, etc., and not making an effort to improve, written work is frequently vague and there is difficulty expressing ideas clearly and concisely, ideas, thoughts, concepts are not clearly articulated, communication/language skills are inadequate to effectively interact with clients and in class, lacks professionalism in written and/or verbal communications, technology devices are misused or are used at inappropriate times, causing distractions or violations to confidentiality, agency policies, and/or the NASW Code of Ethics.

Consequences

The Social Work Program may terminate a student's participation in the program on the basis of professional non-suitability if the Program's faculty determines that a student's behavior has constituted

a significant violation or pattern of violations of the NASW Code of Ethics or the Marshall University Department of Social Work Program's Student Handbook and/or Practicum Manual. These violations may include but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by Marshall University and the Department of Social Work.
2. Academic cheating, lying, or plagiarism or other behavior judged to be in violation of the NASW Code of Ethics.
3. Failure to meet standards of professional conduct, personal integrity or emotional stability requisite for professional practice.
4. Inappropriate or disruptive behavior toward colleagues, faculty, staff, practicum supervisors and/or practicum staff (in the Department of Social Work or in the practicum placement site).
5. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (i.e., inability to demonstrate nonjudgmental attitude or unable to allow for client self-determination).
6. Documented evidence of criminal activity occurring during the course of study.

I have read and understand this statement of Professional Expectations of Student Behavior and Consequences. By signing this contract, I am acknowledging that I agree to comply with the performance standards and am aware that violations could result in a performance review hearing with department faculty, removal from my practicum placement site and/or a possible termination from the program. Students may appeal such decisions consistent with University appeal process.

STUDENT NAME (PRINT): _____ MUID#: _____

SIGNATURE _____ DATE: _____

Appendix 13: Unpaid Practicum Agreement for Practicum in Place of Employment

In order to be approved to complete a practicum in one’s place of employment, the following criteria must be followed:

1. The practicum hours and activities must be directly linked to the program’s identified competencies and may be separate from those of the employment.
2. Practicum hours and supervision are different from the employment hours and supervision.

I understand the above guidelines, and agree to adhere to these:

Signatures and date:

Student:

Practicum Instructor or Agency Director:

Appendix 14a: Paid Practicum separate from place of employment (AS B.3.3.7)

At times, paid practicum placements are available to students that are not related to their place of employment. Students seeking this type of practicum placement in an agency should discuss this with the Practicum Coordinator to ensure that this is a viable option. If deemed appropriate by the Practicum Coordinator, the following criteria must be met. Once approved by the Practicum Coordinator, complete the following agreement.

- _____ Student assignments and tasks that qualify as practicum hours are directly linked to the nine social work competencies as identified in the BSW program learning contract. **(AS B.3.3.7ai)**

- _____ Practicum supervision occurs weekly and focuses on practicum education and achievement of Competencies. The supervisor holds a bachelor’s or master’s degree in social work from a CSWE-accredited program and has at least two years of post-social work degree practice experience in social work. **(AS B.3.3.7a ii)**

- _____ If the student’s paid practicum is terminated during the practicum period, the agency practicum supervisor will notify the Practicum Coordinator of the impact on the continued practicum placement without pay. At that point the student and Practicum Coordinator will meet to determine the next steps. **(AS B.3.3.7a iii)**

- _____ Practicum experience begins and ends with the semester in which the student has the paid practicum.

Student Signature

Agency Representative Signature

Printed Student Name

Printed Name

Date

Date

Appendix 14b: Paid Practicum in Student's Place of Employment (AS B.3.3.7)

Students seeking a paid practicum placement in an agency where they are employed should discuss this with the Practicum Coordinator to ensure that this is a viable option. If deemed appropriate by the Practicum Coordinator, the following criteria must be met. Once approved by the Practicum Coordinator, complete the following agreement.

1. Submit request when your practicum application for the following semester is due.
2. Ensure that there is a BSW or MSW social worker with 2 years of experience who is willing to provide supervision.
3. Include a job description of your current position.
4. Include a resume.
5. Submit these items no later than 6 weeks prior the end of the semester prior to the requested paid practicum placement.

You and your potential practicum instructor should review and complete the following:

6. _____ Student assignments and employee tasks that qualify as practicum hours are directly linked to the nine social work competencies as identified in the BSW program learning contract. **(AS B.3.3.7ai)**
7. Choose one of the following:
 - _____ Practicum supervision is provided weekly by the same employment supervisor **but is separate from** employment supervision and focuses on practicum education and achievement of Competencies. The supervisor holds a bachelor's or master's degree in social work from a CSWE-accredited program and has at least two years of post-social work degree practice experience in social work. **(AS B.3.3.7aii)**
 - OR**
 - _____ Practicum supervision is provided weekly by a different supervisor from employment supervisor, is in addition to employment supervision, and focuses on practicum education and achievement of Competencies. The practicum supervisor holds a bachelor's or master's degree in social work from a CSWE-accredited program and has at least two years of post-social work degree practice experience in social work. **(AS B.3.3.7aii)**
8. _____ If the student becomes unemployed by the agency during the practicum period, the agency practicum supervisor will notify the Practicum Coordinator of the impact on the continued practicum placement. At that point the student and Practicum Coordinator will meet to determine the next steps. **(AS B.3.3.7aiii)**

Student Signature

Agency Representative Signature

Printed Student Name

Printed Name

Date

Date

Appendix 15 a: Safety in Practicum (AS 3.3.5iv)

Some of the following material is taken adapted from Safety Guideline Manual for Home Visitors, Home Visitor Leadership Advisory Coalition in Oklahoma and adapted by WV Partners in Community Outreach.

Being attentive to safety is of great importance in the practicum. In some cases, home visits may not be advised, or it may be necessary to involve other agencies. For instance, if a family member has a history of violent behavior, if drug dealing is suspected, or if there is a mental illness with a history of psychosis including delusions, hallucinations, or paranoid ideation. The following information is intended to provide some general safety guidelines as well as some guidelines for specific types of situations. Always discuss safety guidelines and concerns with your practicum instructor. Be aware of agency policies and practices to address safety.

General Guidelines

- Be aware of your surroundings and your feelings. Try to determine ahead of time if there are risk factors in the home or in the neighborhood and if they can be addressed (such as asking that dogs be locked up). Trust your instincts. If possible, become familiar with the area prior to the visit. Be aware of where in the area help might be available if needed. When you schedule a visit, set a time and ask clients about any safety concerns in their area. Have them watch for you and watch as you go to your car when you leave.
- If going to an area that may have safety concerns, schedule visits early in the day. Avoid after-dark without supervisor approval and avoid late afternoon visits on Friday or before a holiday. Go in pairs.
- Make sure others know your schedule and the make and license plate number of your car. Keep vehicle well-maintained with at least a half tank of gas.
- Carry a cell-phone or other means of contact – program the phone so that a call to 911 can easily be made. Carry a picture identification.
- Do not keep valuables in your car where they can be seen and do not be seen placing them in your trunk. Lock your car door.
- Wear comfortable clothes and shoes.
- Be alert and aware of what is happening around you.
- Park in the open near a light source with safest walking route to the home.
- When walking to/from home, walk assertively (head up, posture erect, and make eye-contact with others) Don't get drawn into conversations with people – be friendly, confident, and brief.
- If vicious animals are present, questionable or volatile persons are present, violence is in progress, people are intoxicated...it is best not to enter the home.
- Stand to the side of the door when knocking. Don't enter the home unless you see someone you know. Keep an eye out for suspicious behavior, leave if you feel unsafe.
- In the home – sit near an exit. Sit where there is no one between you and the exit. If possible, sit on a hard chair rather than upholstered furniture.
- Be aware of who is in the home and where they are. Remember, this is someone else's home – be respectful, non-judgmental, disarming. Ask permission before entering areas of the home.

- If someone is threatening/hostile -use calm, low voice for de-escalation, take a deep breath to help stay calm and in control. Don't turn your back on the person, keep some space. Don't get defensive or argumentative. Be empathic, honest. Best to talk with both sitting down.
- Leave quickly – have car keys in hand.

Specific situations

Domestic Violence: If there is immediate danger, leave the home. If no imminent danger, domestic violence is an issue: advocate counseling for the victim, provide referrals to safe shelters, provide community resource information, provide support, document and report threats. “IN WV, health care practitioners and health care facilities whose patient has injuries or conditions consistent with domestic violence, are required to provide the patient with a written form of the rights of victims and remedies and services available. DHHR is required to make the written form of rights and remedies and services available to health practitioners and facilities.” (Safety Guideline Manual for Home Visitors, Home Visitor Leadership Advisory Coalition in Oklahoma and adapted by WV Partners in Community Outreach).

NOTE: victims are at greatest risk of death when they try to leave. Do not pressure someone to leave before that person is ready. Victims leave an average of 7 times before finally ending a relationship. Petitions and Protective orders can be filed by the victim, some in the household on behalf of another household member who is physically or mentally unable to file, and someone who saw or reported domestic violence and as a result has been abused, threatened, or intimidated. A protective order can be used if it is demonstrated that the person has been physically, sexually, or emotionally abused.

Mental Illness/Psychiatric Emergencies: Determine if there is imminent danger to you or others in the home. This includes suicidal or homicidal plans/threats/attempts. Symptoms may include hallucinations, delusions, severely disorganized thinking/bizarre behavior, severe depression, very rapid mood changes or extremes of moods, dangerous or aggressive behavior, self-injurious behavior, use of drugs or alcohol with prescribed medications). If there is imminent danger, depending on the situation you may leave the home (with follow-up), request police involvement, call 911, file mental hygiene petition, obtain appropriate releases and coordinate with other mental health professionals, make appropriate referrals.

Drugs: If there is drug paraphernalia present, determine if imminent danger exists. If not, discuss at a later time what you have observed with the family. If appropriate, discuss the dangers of such paraphernalia being accessible to children. Do not enter the home if there is evidence of methamphetamine laboratory materials on the property. If you discover this during a home visit (smells, etc.) leave quickly but discreetly – contact supervisor and/or police. If exposed to methamphetamine, cover car seats with plastic, wipe hands with disinfectant before touching steering wheel, go to safe location, plastic dirt clothes in plastic trash bag, clean exposed skin surfaces with soap and water, wash any items carried into the home. If a parent or caregiver is intoxicated or under the influence of drugs/alcohol, determine if imminent danger exists. If so, leave –if not, stay until emergency help arrives if appropriate.

Gang Involvement: Signs: wearing one color consistently (especially shoes, shirt, shoelaces, handkerchiefs, etc.), refusal to wear another specific color, gang writing present in home, gang related hand gestures or signs, gang-related tattoo. Do not discuss gang involvement at that time – discuss at a safe time when there are not gang members present in a home visit.

Appendix 15 b: Practicum Agency Audit (AS 3.3.5iv)

MARSHALL UNIVERSITY BSW PROGRAM PRACTICUM PLACEMENT-WORKPLACE SAFETY TRAINING DOCUMENT

It is the intent of this workplace safety check list to better prepare the student to enter the practicum setting with a confident knowledge of the agency’s policies and procedures on workplace safety. Placements are unique, and some placements are more likely to work with aggressive clients. This checklist is in place to ensure that all our students are prepared for safety issues in the practicum setting. We ask that Practicum Instructors, and their students go through this list together during supervision and check-off each area discussed as it pertains to the practicum placement site. This checklist should be completed in the first 2 weeks of placement.

I. Environment	<u>DATE</u>	<u>INITIAL by student and Practicum instructor or Agency designee</u>
A. Fire safety	_____	_____
B. Universal infection control	_____	_____
C. Disaster procedures	_____	_____

II. Agency Policy Discussions	<u>DATE</u>	<u>INITIAL</u>
A. Typical client issues	_____	_____
B. Vulnerability issues	_____	_____
C. Psychiatric issues	_____	_____
D. Substance abuse issues	_____	_____
E. Boundary issues/dual relationships	_____	_____
F. Policies regarding loaning and fraternizing, etc.	_____	_____
G. Incident reporting procedures	_____	_____
H. Staff incident reporting/Ethics	_____	_____
I. Vaccinations if required		
TB Test	_____	_____
Hepatitis B	_____	_____
Other: _____	_____	_____

III. Agency and Community Tour	<u>DATE</u>	<u>INITIAL</u>
A. Parking areas	_____	_____
B. Working after-hours: policies and procedures	_____	_____
C. Agency security Information	_____	_____
D. Education on the community and neighborhood safety issues	_____	_____
E. Discussion of work environment concerns: (Second-hand smoke if clients or staff are allowed, etc...)	_____	_____

F.	Equipment issued:	_____	_____
	Pagers	_____	_____
	Cell phones	_____	_____
	Latex gloves/masks	_____	_____
	Anti-bacterial hand wash	_____	_____

IV.	Agency and Office Safety	DATE	INITIAL
A.	Office set-up	_____	_____
B.	Isolation/panic buttons	_____	_____
C.	Exits	_____	_____
D.	Personal belongings	_____	_____
E.	Sign-in/sign-out procedures	_____	_____
F.	Dress code/jewelry	_____	_____
G.	Computer safety	_____	_____
H.	Home Visits	_____	_____
I.	Students do not engage in Distribution of medication	_____	_____

V. Client Transportation

**Marshall BSW students are not allowed to transport clients. We encourage them to accompany staff and be educated in the procedures in place by the Practicum Agency.

		DATE	INITIAL
A.	Car safety issues	_____	_____
	• Doors locked while driving		
	• Securing personal belongings		
	• Purses/briefcases on floor/trunk		
	• Re-fueling procedures		
B.	Policies, procedures and training required by all staff	_____	_____
C.	Discussion on unscheduled stops while out in the field/agency rules	_____	_____
D.	General expectations	_____	_____

VI.	Emergency Procedures	DATE	INITIAL
A.	Procedures	_____	_____
B.	Number(s) to call	_____	_____
C.	Whom to contact	_____	_____
D.	Documentation required	_____	_____
E.	Discuss and identify the procedure to inform the Social Work Department if an incident occurs.	_____	_____

List the procedure:

VII.	Other General Policies	DATE	INITIAL
A.	Records	_____	_____

- B. Confidentiality _____
- C. Safe Physical Management _____

VIII. Specific Professional Training the Student Will Receive: (List)

By signing below, the Practicum agency and the student confirm that they have spent adequate supervision time reviewing the agency’s procedures, guidelines and polices regarding workplace safety.

AGENCY PRACTICUM INSTRUCTOR
SIGNATURE

STUDENT SIGNATURE

AGENCY NAME (PRINT)

STUDENT NAME (PRINT)

Date

Date

(Adapted from Kentucky Christian University Practicum Manual. Used with permission)

Appendix 16: Professional Dispositions completed by each: student, practicum instructor, faculty liaison.

Appendix 16 Professional Dispositions completed by each: student, practicum instructor, faculty liaison.

Marshall University Bachelor of Social Work Program Professional Dispositions

Professional Dispositions are those behaviors deemed appropriate for the Social Work profession and deemed appropriate for the classroom. This assignment is in three parts. The first is a student self-assessment to allow you to identify positive behaviors to continue to reinforce as you advance into the profession as well as to acknowledge areas for improvement and future success. For later assignments, your practicum instructor/social work supervisor and then your faculty liaison will also evaluate you.

Disposition	Excellent = 4	Adequate = 3	Needs improvement =2	Inadequate = 1
The student:				
Attendance/Attentiveness/Participation				
Attends practicum and practicum seminar regularly and on time.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Is attentive during practicum/class time and takes notes either electronically or handwritten to enhance knowledge.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Makes appropriate eye contact while engaged in conversations in class and in practicum.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Uses appropriate spelling, grammar, sentence construction and punctuation AND				

makes efforts to make corrections when needed.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Uses electronic communication (email, text as appropriate) to communicate with the Professor/Practicum Instructor/colleagues asking appropriate questions, sharing confusion or concerns about assignments in a timely manner. Construction of communication uses professional language.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Demonstrates public speaking skills.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Presents as a learner, being attentive and comes to the agency/class prepared as instructed (readings, assignments complete).				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Requests extensions according to policy of professor when needed and submits those in a timely manner.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				

Communication Written/Verbal/Electronic				
Professionally communicates with Practicum Instructor/Social Work supervisor on a regular basis.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Uses supervision well and communicates appropriate questions.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Demonstrates ability to write professionally and uses APA style format to cite any sources.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Technology Use				
Exhibits mastery of computer technology needed for agency/class.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Appropriately uses Blackboard and submits items appropriately to assignments and in a timely manner.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
The student follows agency policy on social media.				

Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Follows agency/classroom policy on use of cell phones/electronic devices.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Appropriately uses electronic devices in class/agency as directed by policy.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Time management				
The student meets deadlines for submitting logs to supervisor for review and signature (weekly) and submits logs/assignments in a timely manner to Blackboard.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Uses time wisely at the agency to complete assigned tasks and seek new tasks instead of sitting and waiting for a new task.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Uses self-reflection to maintain professionalism in time management and completion of work in a professional manner.				
Student Self Evaluation				

Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Critical Thinking				
Demonstrates an understanding of concepts presented by the agency instructor and professor through tasks and assignments and asks questions when needed.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Professional				
Dresses professionally for agency by following the agency dress code.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
The student possesses good personal hygiene (example: cleanliness, hair, nails, clothes).				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Understands and practices ethical behaviors toward peers, agency instructor, co-workers, and professors by following NASW Code of Ethics.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Demonstrates a value orientation that is consistent with that of the social work profession.				

Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Demonstrates respect for faculty, practicum instructors, clients, professional staff, and classmates through professional communication (both in writing and verbally).				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Demonstrates cultural competence including acknowledging and eliminating bias and desire to continue to grow in this area.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Practices professional boundaries with professors, supervisors, co-workers, and clients.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Maintains confidentiality of clients following agency policy.				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				
Faculty instructor				
Demonstrates honesty and integrity (no evidence of lying, cheating, or plagiarizing).				
Student Self Evaluation				
Practicum Instructor/Social Work Supervisor.				

Faculty instructor				
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Student's professional Plan of Improvement: For each item that falls below "adequate", develop a specific plan. For example, if you score yourself as "needs improvement" for professional writing, you could develop a plan to meet with a tutor weekly, schedule a standing appointment and put it in your calendar.

Student Signature

Date:

Practicum Instructor/SW Supervisor Signature

Date:

Faculty liaison Signature

Date: