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# BACHELOR'S OF SOCIAL WORK PRACTICUM MANUAL

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BACHELOR SOCIAL WORK  
PRACTICUM MANUAL

2017-2018

## TABLE OF CONTENTS

<b>WELCOME PRACTICUM STUDENTS AND AGENCY SUPERVISORS.....</b>	<b>5</b>
<b>INTRODUCTION: FIELD PRACTICUM.....</b>	<b>6</b>
<b>OVERVIEW OF FIELD PRACTICUM IN SOCIAL WORK</b>	
Generalist Social Work Practice.....	7
CSWE Educational Policy and Accreditation Standards.....	7
Signature Pedagogy: Field Education.....	8
Social Work Ethical Behavior.....	8
Colorado Mesa University Bachelor Social Work Program Mission and Goals.....	9
Colorado Mesa University Bachelor Social Work Field Practicum Mission and Goals...	9
The Developmental Stages of an Internship / Practicum .....	10
<b>FIELD PRACTICUM ROLES AND RESPONSIBILITIES</b>	
Responsibilities of the Director Field Education.....	11
Responsibilities of the Field Liaison.....	11
Responsibilities of the Agency.....	11
Responsibilities of the Agency Supervisor or Task Supervisor.....	12
Responsibilities of the Student.....	12
Responsibilities of the Social Work Field Advisory Board.....	12
Supervision in the Field.....	13
How to benefit from Supervision (as a student).....	13
<b>FIELD PRACTICUM COURSE OVERVIEW</b>	
Practicum Courses.....	14
Social Work Practicum and Practicum Seminar.....	14
<b>FIELD PRACTICUM PLACEMENT PROCESS</b>	
Field Practicum Placement Process.....	15
<b>FIELD PRACTICUM POLICIES AND PROCEDURES</b>	
Criteria: Selection of Field Practicum Agency .....	16
Criteria: Selection of Field Practicum Agency Supervisors.....	16
Ethical Competence in the Field.....	17
Areas of Concern: Professional Boundary Violations.....	18
Areas of Concern: Mental Health and Addiction.....	19
Field Practicum Monitoring of Student.....	19
Assessment of student.....	19
Assessment of agency / practicum.....	20
Placement: Employment-Based .....	20
Background Checks / Other requirements.....	20
Driving Expectations.....	20
Student Safety.....	21
Holiday's and University Breaks.....	21
Sexual Harassment Policy.....	21
Anti-discrimination Policy.....	22
Students with Disabilities.....	22
Field Practicum and Media.....	22
Labor Laws.....	24

## **PROCEDURES: RESOLUTIONS OF PRACTICUM PROBLEMS**

Student Responsibilities.....	25
Agency Supervisor Responsibilities.....	25
Director Field Education Responsibilities.....	25
Problem Solving Processes.....	25
Agency Concerns - Resolvable.....	26
Student Concerns – Resolvable.....	26
Concerns – Unresolvable.....	27
Termination of Field Practicum.....	27
Changes in Field Practicum Assignment.....	28

## **PROFESSIONAL ORGANIZATIONS**

Professional Organizations in Social Work.....	29
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## **SCHOLARSHIP OPPORTUNITIES**

Scholarships.....	30
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## **FIELD PRACTICUM FORMS AND EVALUATIONS**

BSW Practicum Application.....	31
BSW Field Agency Site Visits.....	36
BSW Practicum: Monthly Time Sheets.....	39
BSW Learning Contract with the use of Core Competencies.....	40
BSW Learning Contract Example.....	44
BSW Field Agency Supervisor Assessment Evaluation of Competency and Practice Behavior.....	49
BSW Student Self Efficacy Assessment of Competency and Practice Behaviors.....	61
Internship Student Experience .....	74

## **BACHELOR SOCIAL WORK PRACTICUM FORMS**

Practicum Information Form.....	75
Waiver, Release, Assumption of Risk, and Indemnification Agreement.....	77
Practicum Agreement: Description of Academic Expectations.....	78
Individualized Learning Contract.....	80

## **BACHELOR SOCIAL WORK STUDENT –AGREEMENT FORMS**

Criminal Records and Disclosure to Potential Field Placement.....	82
BSW Practicum Agreement Form.....	83

## WELCOME PRACTICUM STUDENTS AND AGENCY SUPERVISORS

Welcome to field education at Colorado Mesa University, Bachelor Social Work Program. This field practicum manual is designed to inform students, agency supervisors, and faculty at Colorado Mesa University of all of the expectations for field practicum courses, placement, and processes.

This comprehensive field practicum manual is designed to provide students with essential information and forms to successfully navigate their senior year practicum at Colorado Mesa University. Additionally, it will provide Agency Supervisors specific information about policies and procedures, practicum expectations, evaluations methods, and roles and responsibilities.

The Colorado Mesa University, Bachelor of Social Work practicum requirements intend to help students understand the social work philosophy, expectations, and approach to the social work profession. The practicum is a critical component of the social work curriculum as it exposes students to the professional roles of social workers, allowing them to integrate academics and professional practice.

Please read this handbook thoroughly as you prepare for your practicum experience. We look forward to an exciting year in the field. Please let me know what we can do to make your part of the practicum experience a positive one.

Sincerely,

The image shows a handwritten signature in black ink. The signature is cursive and appears to read "MSunkel". To the right of the signature, the text "DSW LCSW LAC MBE" is written in a smaller, less cursive font.

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## INTRODUCTION: FIELD PRACTICUM

The Social Work Program at Colorado Mesa University provides a learning environment for those who seek to acquire knowledge and skill in order to effectively create change for individuals, groups, and society in accordance with the social work philosophies, educational policies, and accreditation standards set forth by Council on Social Work Education. Field education is an essential component of the Colorado Mesa University Bachelor of Social Work curriculum. Field practicum allows students the opportunity to integrate social work theories, ethics, knowledge and practice in developing professional competence and identity. The field practicum represents a culmination of social work education, values and skills, which define the social work profession as a whole.

Social Work's signature pedagogy is field education, which permits students the opportunity to apply skills from the classroom environment into practice. Field practicum is designed to supervise students as they develop their practice competencies in a structure environment with supervision.

Colorado Mesa University Bachelor of Social Work Program is developing unique partnerships and collaboration with multiple agencies in the Grand Valley. The field practicum will provide opportunities in an array of agencies, including public, non-profit, multidisciplinary, inpatient and outpatient services, human services, end of life, addiction, law enforcement, senior care facilities, schools, community clinics, medical, and with mental health and students will have access to work with children, adolescents, adults, and geriatric populations. The diversity of practicum sites is to ensure student have exposure to ample social work career paths and to create field opportunities to meet all student needs and interest. Colorado Mesa University strives to place student in field practicum sites that offer diversity in both the community and populations in which they serve.

Students are expected to complete 450 hours (approximately 15 hours a week for both, fall and spring semesters) of field training during their senior year practicums. The Bachelor of Social Work field practicum is a binding contract through both semesters. Students cannot start or complete their hours early.

## OVERVIEW OF FIELD PRACTICUM IN SOCIAL WORK

### **Generalist Social Work Practice:**

The social work curriculum prepares graduates for entry-level generalist social work practice through the mastery of the nine core competencies. The Program has adopted the definition of Generalist practice from the 2015 CSWE, Educational Policy Accreditation Standards (EPAS) and is designed to prepare students to be competent social workers through generalist practice.

#### **Educational Policy 2.0—Generalist Practice**

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (CSWE, 2015, p.11)

### **CSWE Educational Policy and Accreditation Standards**

Competencies are measurable practice behaviors that are comprised of social work knowledge, values, and skills. The goal of field education is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The social work program seeks to accomplish its mission through a curriculum that enables students to develop professional competencies. The field practicum addresses all the CSWE core competencies:

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



## Signature Pedagogy: Field Education

The 2015 Educational Policy 2.2 states:

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

## Social Work Ethical Behavior

All social work students are expected to follow the National Association of Social Workers Code of Ethics. Professional ethics are the core of social work and set forth our values, principles, and standards of practice.

The NASW *Code of Ethics* serves as a guide to the everyday professional conduct of social workers. This Code includes four sections:

(1) *Preamble*

Summarizes the social work profession's mission and core values

(2) *Purpose of the NASW Code of Ethics*

Provides an overview of social work values and ethics as a profession  
Provide a brief guide for dealing with ethical issues or dilemmas

(3) *Ethical Principles*

Presents broad ethical principles, based on social work's core values that inform social work practice

(4) *Ethical Standards*

Specific ethical standards to guide social workers' conduct  
Provides a basis for adjudication.

We expect all of our BSW students to become familiar with the *National Association of Social Workers Code of Ethics* and to abide by its guidelines during the practicum and in their professional career.

Social Workers Code of Ethics: <http://www.socialworkers.org/pubs/code/default.asp>

## **Colorado Mesa University Bachelor Social Work Program Mission and Goals**

### **Bachelor Social Work Mission**

To educate students as generalist social work practitioners who embrace the mission and core values of the social work profession, including issues of diversity, service, the dignity and worth of all people, and social and economic justice.

### **Bachelor Social Work Program Goals**

1. Graduates will demonstrate proficiency in utilizing the social work professions 9 core competencies and 31 practice behaviors through a senior-year practicum in a social service agency in our community (specialized knowledge). (CSWE Core Competencies 1-9)
2. Graduates will demonstrate the ability to use practice experience to inform scientific inquiry and use research evidence to inform practice (quantitative fluency). (CSWE Core Competency 4)
3. Graduates will demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues through professional documentation and oral presentations (communication fluency). (CSWE Core Competency 6-9)
4. Graduates will demonstrate critical thinking to inform and communicate professional judgments through distinguishing, appraising, and integrating multiple sources of knowledge; and through analyzing models of assessment, prevention, intervention, and evaluation (critical thinking). (CSWE Core Competencies 1-4)

## **Colorado Mesa University Bachelor Social Work Field Education Mission and Goals**

### **Practicum Mission**

The mission of the field education is to foster social responsibility through the promotion of the social workers core values: service, justice, dignity and worth of persons, importance of human relationships, integrity and competence. Field education provides an opportunity to practice generalist social work skills and apply social work knowledge, ethics, values, and critical thinking; in addition to, practicing professional use of self, boundaries, and empowerment.

### **Practicum Learning Goals**

To gain knowledge and understanding of social work in a practical setting.

- Objective 1      Students will demonstrate and understanding of generalist social work practice in the context of a social service agency and demonstrate effective services to clients.
- Objective 2      Students will be able to demonstrate the application of social work principles from a micro, mezzo, and macro perspective.
- Objective 3      Students will integrate social work academic materials with practicum experience, specifically in the areas of diversity, social and economic justice, at-risk populations, human bio-psycho-social development, ecological perspectives and systems theory while upholding the social work values and ethics.

Upon completing this program, students will be able to:

- Apply critical thinking skills within the context of the social work profession
- Understand and apply social work values and professional ethics and behave accordingly
- Understand the application of social work from an ecological perspective
- Analyze, formulate, and understand mechanisms of influence when responding to social work policies
- Use supervision and consultation appropriate to social work practice
- To demonstrate values, knowledge, and skills required to function in a specific field of practice.
- To demonstrate and apply the 9 core competencies and 31 practice behaviors into practice
- To demonstrate respect for the inherent worth and dignity of all people and their right to self-determination.

## Developmental Stages of an Internship (Practicum)

Sweitzer and King (2014) identified the developmental stages of an internship. This concept/ model was developed from observing students encounter issues and concerns at certain stages throughout their experience in field. Students' progress through five cyclical stages: anticipation, disillusionment, confrontation, competence and culmination in a predictable manner and order, but not at the same rate or speed. Students sometimes cycle back through earlier stages when confronted with new or challenging learning situations.

By understanding the five stages of development, students and agency supervisors are able to anticipate challenges and develop appropriate responses to manage each unique learning experience. This allows students the ability to identify and confront ongoing challenges by engaging in self-evaluation and self-correction that facilitates professional growth and development.

Colorado Mesa University has adopted this model to conceptualize the experience of the Bachelor of Social Work students during their 450-hour practicum experience.

### The Developmental States of an Internship Explained:

#### Stage 1: ANTICIPATION

**Concerns:** Dealing with expectations and anxieties of self (roles, self disclosure, authority role), Supervision (style, expectation, perception and acceptance, assessment), Coworkers (organizational structure, standards of behavior, acceptance), Agency (philosophy, norms, values, workload, hiring potential), Clients (acceptance and perception, needs and presenting problems), Life context (responsibilities, support system).

**Response:** Set realist, clear, specific goals; clarify and assess expectations; commitment.

#### Stage 2: DISILLUSIONMENT

**Concerns:** Unexpected emotions, frustration, anger, confusion, panic, adequacy of skills, breadth of demands, relationship with clients, values of organization, disappointment.

**Response:** Acknowledge gap between expectations and reality; normalize feelings, behaviors, and experience, acknowledge and clarify specific issues and feelings.

#### Stage 3: CONFRONTATION

**Concerns:** Achieve independence, gain confidence, experience effectiveness, changes in opportunities, interpersonal issues, and intrapersonal blocks.

**Response:** Reassess goals/ expectations; reassess support systems; develop strategies.

#### Stage 4: COMPETENCE

**Concerns:** Achieve independence, gain confidence, experience effectiveness, changes in opportunities, interpersonal issues, and intrapersonal blocks.

**Response:** Reassess goals/ expectations; reassess support systems; develop strategies.

#### Stage 5: CULMINATION

**Concerns:** Termination with clients; case management issues, redefine relationships with supervisor, coworkers, faculty, and peers; ending studies; future

**Response:** Identify feelings; recognize unfinished business; meet with supervisor; gather with colleagues; write final reflections

## FIELD PRACTICUM ROLES AND RESPONSIBILITIES

Colorado Mesa University, Social Work Program seeks to implement the accrediting standards established by the Council of Social Work Education (CSWE). This is accomplished by setting clear roles and responsibilities between the Director of Field Education, Field Liaison, the Agency, the Supervisor, the Student, and the Advisory Board. The division of responsibility in practicum requires a high degree of cooperation among all of the participants to provide the student with a professional and educational experience of the highest quality. Primary responsibility for implementing the CSWE standards is assigned to the Director of Field Education.

### **Responsibilities of the Director Field Education**

1. Administers the field program and approves practicum sites
2. Prepares students for field placement
3. Oversees program structures, procedures, operating policies, and evaluation processes of the practicum is to align with the CSWE Policy and Accreditation Standards.
4. Acts as an advisor and mentor to faculty, field liaison, agency supervisors, and students related to experiential learning in field education.
5. Acts as a mediator by assisting in the resolution of problems between student and agency supervisors and/ or other agency personnel.
6. Essential leader in the social work department for practicum, as this position links the community, the students, the social work program, and Colorado Mesa University.
7. Facilitates the field orientation, agency supervisory training, and provides educational opportunities for task/ agency supervisors.
8. Chairs the Field Advisory Board, which advises the development of the field education program.
9. Handles day-to-day function of the Field Education Program, provides advice, insight, and guidance to students during their placement process.
10. Recruitment, selection and training of field agencies, and field supervisors.
11. Collects assessment information and evaluates data on program effectiveness
12. Facilitate integration of learning in the field through practicum seminar I and II.

### **Responsibilities of the Field Liaison**

1. Acts as an advisor and mentor to agency supervisors, and students related to experiential learning in field education.
2. Acts as a mediator by assisting in the resolution of problems between student and agency supervisors and/ or other agency personnel.
3. Essential leader in the social work department for practicum, as this position links the community, the students, the social work program, and Colorado Mesa University.
4. Assist in the field orientation, agency supervisor training and provides educational opportunities for task/ agency supervisors.
5. Provides social work supervision to sites that have task supervisors

### **Responsibilities of the Agency**

1. To provide a description of agency function, services provided, and clients served, learning opportunities available to students, and available supervisors.
2. To structure the workload of employees selected as agency supervisors, allowing from time to provide supervision and support to the practicum student.
3. Develop and create a conducive learning environment for social work students
4. Provide suitable space, desk, telephone, and any other pertinent materials for the student to effectively practice social work

5. To provide experiential learning opportunities for the student to develop their core competencies
6. To inform student of any specific requirements they must complete prior to beginning their practicum (e.g. CPR training, TB test, background checks).
7. To conduct any background checks that may be required prior to the students start date.
8. To follow agency policies, HIPPA, and FERPA requirements for protection and confidentiality of client and student-related information.

### **Responsibilities of the Agency Supervisor and Task Supervisor**

1. To complete the basic field supervisors training offered by the social work program and to participate in continuing education offered to field supervisors.
2. To provide the equivalent of 1 hour a week of formal or live supervision.
3. To work with the students within the time frame of 15 hours a week for both semesters.
4. To conduct interviews with perspective students and recommend appropriate placements within the agency to the Director of Field Education
5. Conduct an orientation to the agency once the student has been accepted
6. Approve and monitor student's time spent within the agency on a weekly basis
8. Will meet with the Director Field Education and Student to evaluate students' progress, a minimum of three times per an academic calendar, and then as needed.
9. Evaluate student progress and conduct a formal evaluation at the end of each semester
10. Contact Director of Field Education with any needs, questions, or concerns
11. To provide feedback to the Director of Field Education regarding the operation of the practicum, supervisor needs, student needs and any policy or service changes that might affect practicum.

### **Responsibilities of the Student**

1. Perform in an ethical, responsible, and professional manner by keeping commitments to Colorado Mesa University, your assigned agency, and clients.
2. Behave in a professional manner by notifying the Agency Supervisor and Director Field Education of any changes in schedule, absences, and tardiness at your practicum.
3. Conduct oneself as a member of the social work profession by following all NASW Code of Ethics, Colorado Mesa University BSW program expectations, agency policy and procedures, and laws.
4. Complete all field practicum and practicum seminar work on time.
5. Complete all fieldwork requirements: learning contracts, supervision forms, time sheets, and evaluations each semester.
6. Maintaining confidentiality of clients and agency.
7. Seek consultation from Agency Supervisor, BSW Faculty, or Director of Field Education as needed.

### **Responsibilities of the Social Work Field Advisory Board**

The Colorado Mesa University, Bachelor Social Work Advisory Board is composed of professionals who support Colorado Mesa University Social Work Program. The committee meets one time a semester, with the purpose of keeping the social work faculty in touch with the community needs and social work issues. The committee should:

1. Assist with the knowledge and skills needed for successful practicums
2. Assist in identifying local agency that would be appropriate practicum sites
3. Assist in understanding the local employment market for BSW students
4. Assist in preparing students for advanced degrees within the social work field
5. Provide feedback to the Social Work Program regarding field expectations and community needs

## **Supervision in the Field**

Supervision is a key element in the educational experience. The Director of Field Education / Field Liaison and the Agency Supervisor / Task Supervisors are required to provide professional social work supervision to ensure student success and professional development throughout their practicum experience.

Supervision by the Agency Supervisor / Task Supervisor will provide clear goals and structure, relevance, and actual experiences to assist in the development of core competencies and practice behaviors. Supervision should be approached in a positive manner with an ability to empathize with students. *At a minimum, supervision should be provided for one hour, once a week.* The following should be provided in the supervision meeting:

1. The supervisory relationship is built on trust, confidentiality, support, as well as, constructive feedback, safety, respect, and self-care.
2. Supervision should provide clear directions for students related to their work responsibilities to help them develop as competent social workers.
3. Supervision should help students understand the scope of their specific jobs and its relationship to multidisciplinary teams.
4. Supervision includes sharing of knowledge and skills, specific to the client population, to assure that students are learning the necessary abilities to deliver competent and ethical social work services.
5. Supervision encompasses educating students to better understand social work philosophy, gain self-awareness, and refine social work knowledge and skills.
6. Supervision will encourage of self-efficacy and development of identifying as a social worker.
7. Supervision should help student combine theory and practice as it relates to the 9 core competencies and 31 practice behaviors.

### **How to benefit from Supervision (as a student)**

- Be open to learning new things
- Ask questions to ensure a full understanding of why something is happening
- Actively participate in your learning throughout your practicum
- Try new interventions and practice behaviors, as discussed and approved in supervision
- Focus on learning about client dynamics and new intervention strategies
- Supervisors are role models, adopt some of their methods but develop your own style
- Continuously evaluate and assess the experience, what can I learn from this?
- Effectively communicate your needs in a clear, specific, and persistent way
- Be assertive (not aggressive) and inquire about what you would like to learn

## FIELD PRACTICUM COURSE OVERVIEW

Students are expected to complete 450 hours of field education in the social work program during their senior year. This requirement is 12 credit hours across the fall and spring semesters. The Bachelor of Social Work field practicum is a binding contract through both semesters. It is anticipated that students will remain in the same agency for both fall and spring semesters. Students cannot start or complete their hours early.

The social work practicum courses, SOWK 397 and SOWK 497, are completed at the agency. Students must complete 225 hours each semester, or approximately 15 hours per week. Social work practicum seminar courses, SOWK 394 and 494 are in a classroom and focuses on combining practice, theory and core competencies in a lecture/discussion setting.

### **Practicum Courses:**

Fall Semester: SOWK 397, Social Work Practicum I (5 credits)

Fall Semester: SOWK 394, Social Work Practicum Seminar I (1 credit)

Spring Semester: SOWK 497, Social Work Practicum II (5 credits)

Spring Semester: SOWK 494, Social Work Practicum Seminar II (1 credit)

### **Social Work Practicum (5 credits)**

Students will complete a total of 450 hours at their assigned agency.

Fall Semester = 225 hours

Spring Semester = 225 hours

Approximately 15 hours a week for 15 weeks.

During your placement, you are expected to follow all employee expectations, and policies and procedures. Additionally, you are required to follow all CMU code of conduct expectations, BSW policies and procedures, NASW code of ethics, and all state and federal laws. The Agency Supervisor / Task Supervisor will provide an agency orientation at the beginning of the practicum placement. During the practicum experience, educational opportunities MAY include a combination of conferences, consultations, agency staff meetings, in-service training, and assigned readings as determined by each placement supervisor.

### **Practicum Seminar (1 credit)**

The Practicum experience is enhanced through professional seminars, which integrates the field practice experience to the academic program. The seminar facilitates the transition to the professional role as a generalist social work practitioner and promotes the application of social work practice with an emphasis on values, knowledge, skills, and competencies. Students are required to complete competency-based learning contracts and reflective assignments focused on their agency placement. The overall purpose of the integrative seminar is to provide students the opportunity to share experiences, work toward increased competency, prepare for professional employment, and receive additional knowledge that complements and supplements their academic and professional experience.

## FIELD PRACTICUM PLACEMENT PROCESS

Colorado Mesa University Social Work Students are actively involved in selecting the agency in which they will complete their field practicum. The Field Practicum Placement Process begins with students completing a practicum application and then having an individual interview with the Director Field Education to discuss interests, abilities, and expectations in field. The Director of Field Education and the student will identify and agree upon an appropriate field placement, students are then eligible to schedule a placement interview with the approved Agency Supervisor. Once the Agency Supervisor accepts the student, the Agency Supervisor, Student, and Director of Field Education will have a meeting to complete all Colorado Mesa University paperwork and set three practicum goals that identify the ecological perspective, core competency and practice behaviors.

Final placement decisions will be made by the Director Field Education throughout the spring semester. Practicum placements are not guaranteed; however, the Director of Field Education will do their best to place each student with the best fit for the agency and student.

### Field Practicum Placement Process

- Student completes a practicum application for the Director of Field Education.
- Student completes an interview with the Director Field Education to discuss interests, abilities, and expectations in the field. The Director of Field will discuss / address any student concerns at this time.
- Student schedules a placement interview with an approved Agency Supervisor, at an approved site.
- Once approved for a practicum site, the Director of Field Education/ Field Liaison, Agency Supervisor, and student will complete all required paperwork.
- Student must contact Agency Supervisor, approximately August 1<sup>st</sup> and arrange their start date to coincide with CMU academic calendar.
- Placement decisions, final arrangements, and contracts for placement will be made in the spring semester by the Director Field Education.
- Practicum placements are not guaranteed, the Director Field Education will do their best to place each student with the best fit for the agency and student.
- All decisions for field practicum placement are ultimately made by the Director Field Education.
- Register for the following courses during your practicum year:
  - Fall Semester:
    - SOWK 394 Social Work Practicum I
    - SOWK 397 Social Work Seminar I
    - SOWK 385 Social Work Interventions Methods III
    - Any additional electives
  - Spring Semester:
    - SOWK 494 Social Work Practicum II
    - SOWK 497 Social Work Seminar II
    - SOWK 460 Social Welfare Policy
    - Any additional electives



## FIELD PRACTICUM POLICY AND PROCEDURES

Field education requires finding, choosing, and preparing agencies to work with Colorado Mesa University Bachelor Social Work students to meet their educational requirements and provide effective field experiences to promote social work. As field education is the signature pedagogy of social work it is important to identify agencies that understand the core values of social work and promote the social work mission. This is developed and created through collaboration with the Social Work Program, the students, and community agencies.

The Field Education Program reserves the right to prohibit a student from starting /completing their practicum at an agency where issues of dual roles or other conflicts may be problematic.

### **Criteria: Selection of Field Practicum Agency**

Agency selection requires finding, choosing, and preparing agencies to work with Colorado Mesa University Bachelor Social Work students to meet their educational requirements and provide effective field experiences.

In order to be in compliance with the Council Social Work Education (CSWE) Accreditation standards, agencies must meet the following qualifications:

#### **Agency Mission**

Agency selection is based on the function of the agency, which must be congruent with the social work profession's purpose, mission, and values. The agency is expected to have a willingness to cooperate with the university program, understand the social work practicum expectations and have a commitment to the educational objectives of the program.

#### **Generalist Approach**

The program selects agencies that are based on a generalist conceptualization and problem-solving approach to practice. The social work education stresses problem solving at the interface of person and environment, which requires that students develop competencies and practice behaviors with individuals, families, groups, organizations, and communities.

#### **Agency Supervisor / Task Supervisor**

The agency should have trained social workers, or qualified supervisors, as members of the staff. Agencies must be committed to the education of social work students by affording staff resources and time for field instruction. One member of the staff, who meets the criteria for Agency Supervisor, will be designated to provide supervision for the student. Supervision should be provided at the work site by a competent, experienced, and motivated social worker or qualified supervisor. The agency must allow the agency supervisor / task supervisor time in their schedule to support the practicum student, attend meetings, and effectively work with Colorado Mesa University.

### **Criteria: Selection of Field Practicum Agency Supervisors / Task Supervisors**

The practicum supervisor is an integral part of the field experience and must meet specific criteria to fully engage the student with the social work core competencies, values, norms, and practices of the social work profession. Qualifications of agency supervisors are based upon professional education, commitment to the values of the social work profession, competence in practice, and interest in supporting student education. Supervisors must be allowed time from their agency to properly supervise all social work practicum students.

In order to meet the challenge of educating social work students and to comply with the Council on Social Work Education Accreditation Standards, the agency supervisor must have one of the following formal qualifications to supervise baccalaureate students:

- Master Social Work (MSW) from a CSWE accredited program and a minimum of two years, post-social work degree, practice experience in social work.
- Bachelor of Social Work (BSW) from a CSWE accredited program and have a minimum of two years, post-social work degree, practice experience in social work.

Supervisors that do not hold a CSWE social work accredited degree, will be referred to as Task Supervisors. The Director of Field Education/ Field Liaison will provide ongoing supervision, education, and information to assist them in understanding the social work core competencies and practice behaviors. To be selected as a Task Supervisor without a social work degree, it is required that they will have an understanding of the social work perspective, willingness to learn, and have competency in their professional role. The Director of Field Education / Field Liaison will reinforce the social work perspective through yearly agency supervisor training, field manual policies and procedures, three face to face site meetings, emails, academic materials, peer reviewed journal articles related to their populations, theories, media, webinars, community trainings, and ongoing consultation. Furthermore, the Field Liaison will provide social work supervision to students who are in being supervised by a task supervisor to ensure proper social work supervision. The task supervisor will provide task supervision and ongoing support.

The Agency Supervisor / Task Supervisor should demonstrate:

- Commitment to Colorado Mesa University BSW program
- Commitment to the roles and responsibilities of field instruction
- A willingness to share practice and educational wisdom
- Commitment to learning / teaching
- Providing ongoing supervision and consultation with students
- Participate in the required Agency Supervisor Orientation and Educational Meeting
- Serve as a member of the Bachelor Social Work Advisory Board

### **Ethical Competence in the Field**

The NASW Code of Ethics is the cornerstone of determining and guiding ethical behavior for social workers and students, and is a requirement for the program.

The following are examples of student behaviors that *shall be* demonstrated at all times while in Social Work Courses and during Practicum:

- Emotional intelligence and professional responsibility;
- Professionalism that is consistent with social work values and ethics;
- Sobriety while attending Field Practicum (no drugs, alcohol, or mind altering medications);
- Adherence to the NASW Code of Ethics;
- Commitment to social work professional values, ethics, and beliefs;
- Consistent professional boundaries

The following behaviors are *some* examples (this is not an exhaustive list) of behaviors that constitute a violation of the *National Association of the Code of Ethics* which could result in *dismissal* from field placement and the Bachelor Social Work program:

- Engaging in sexual activities with clients;
- Participation in dishonesty, fraud, deceit, or misrepresentation of self, agency, or CMU;
- Exploitation of clients for personal advantage.
- A *conviction* for a felony offense while in the program.
- Intentional harm to a client or violation of professional boundaries

### **Areas of Concern: Professional boundary Violations**

Below are examples of professional boundary violations that may result in delay in Field Practicum/Field Placement process, termination, or disqualification from the Bachelor Social Work Program. This is not an exhaustive list and does not cover all violation possibilities. If you are ever concerned about a behavior or how to deal with a conflict, please contact the Agency Supervisor and/or Director Field Education immediately.

The following are unacceptable behaviors that are identified as boundary violations:

- Applying practice outside the scope of social work practice
- Violating professional boundaries by engaging in dual relationships with clients.
- Continuance of relationship with client after termination of service.
- Providing clients with personal telephone number.
- Using information obtained from clients for career gains.
- Engaging in sexual activities with clients or former clients.
- Exploiting professional relationships for personal gain.
- Noncompliance with agency policies and procedures.
- Violation of confidentiality or privileged information expectations.
- Misrepresenting self as other than a social work student in field practicum.
- Breaching ethical and professional standards of behavior.
- Providing counseling to friend or family member.
- Providing services and/or interventions in exchange for direct compensation
- Inability to respect human dignity and diversity.
- Being grossly negligent in the practice as a social worker.

Boundary violations may result in a delay and/or termination of the student's practicum placement, as determined by the field policies and procedures found on page 25 under Resolution of Practicum Problems. Additionally, the Director of Field Education and Program Director will review the student's behavior and determine if the situation will disqualify the student from the Social Work program. The policies outlined in the social work student handbook will be implemented and followed. If the violation impacts their ability to continue at Colorado Mesa University, the Vice President of Student Services will be notified and the General University Policies under the Student Code of Conduct will be implemented. Please see the General University Policies: <http://www.coloradomesa.edu/student-services/maverick-guide.html>

**Areas of concern: Mental health and Addiction**

On-going active major mental health and/or substance abuse problems will substantially interfere with learning and professional performances. Current problems and/or violations in these areas may result in a referral to additional services, delay of placement and/or recommendation for BSW program disqualification. The student is encouraged to consult with the Director Field Education, Field Liaison, Agency Supervisor, and/or Task Supervisor if this is an area of concern.

**Field Practicum Monitoring of Student**

To effectively monitor student performance in the practicum, the following processes and procedures will be implemented:

- Director Field Education/ Field Liaison will conduct in-person site visits, three times per year, presumably in the beginning / end of the semester. The Agency and/or Task Supervisor, student, and Director of Field Education and/or Field Liaison will be present to review practice behaviors, core competencies, application of theory into practice, and continued development.
- Director Field Education / Field Liaison will contact Agency Supervisor/Task supervisor mid semester to check on the students' progress and identify if there are any needs.
- Ongoing consultation is available to the Agency / Task Supervisor to assist with student needs.
- Ongoing supervision will be provided to the student throughout practicum seminar courses.
- Ongoing supervision will be provided to the student through weekly supervision.
- Monitoring of student's time sheets will ensure the student is up to date with practicum hours
- End of the semester performance evaluations of the Student Self Efficacy Assessment (SSEA) and the Field Agency Supervisor Assessment (FASA) at the end of each semester. This will review the 9 core competencies and 31 practice behaviors.

**Assessment of Student**

Assessment is an ongoing process throughout practicum that begins with the student's first encounter with the Director of Field Education, during the placement interview, signing of University paperwork, and throughout their practicum experience.

There will be three onsite visits per year for assessment purposes. These onsite meetings review student activities/experiences, challenges, progress on student learning goals, ability to apply core competencies and practice behaviors to those goals, ability to apply theories to practice, concerns, and plan for the remainder of the semester. Students are expected to evaluate themselves in preparation for these meetings and to contribute actively in the discussion. Agency Supervisors / Task Supervisors are encouraged to be candid and direct in their assessment.

Students also engage in a weekly practicum seminar where they will be overtly discussing and applying the core competencies, practice behaviors, and theories to practice. Additionally, students will be completing a weekly reflection on their practicum experiences.

At the end of the semester, performance assessments will be completed by both the student and agency supervisor. The Student Self Efficacy Assessment (SSEA) and the Field Agency Supervisor Assessment (FASA) will review the 9 core competencies and 31 practice behaviors as applied in practice. Student will also reflect on their areas of success and areas of improvement.

## **Assessment of Agency / Practicum Experience**

Students will assess and evaluate the agency, Director of Field Education, and overall field program at the end of each semester to provide constructive feedback regarding their practicum experience.

### **Placement: Employment-based**

It is not recommended that Bachelor Social Work students engage in full-time employment during their field practicum. This is to ensure that students have sufficient time to meet the demands and expectations of the field practicum and seminar requirements; in addition to, any other academic requirements. Field experience provides the opportunity for students to learn about another aspect of social work, experience new opportunities, and get outside of their comfort zone by engaging with new organization, new policies and procedures, and new supervisors. Therefore, only in extraordinary circumstances, will students be approved to complete their field practicum within the organization in which they are already employed.

The following circumstances must be present to consider an employment-based option:

- Both student and agency are responsible for meeting the following criteria to gain approval of an employment-based practicum:
  - Documentation that appropriate, new learning opportunities and experiences are available within the current employment setting and will meet the practicum requirements.
  - Field placement credit is only provided for work outside of the student's usual employment work assignments, and
  - The student must receive instruction from a qualified agency supervisor or task supervisor who is NOT their usual supervisor.

A student who desires an employment-related field experience option should approach the Director Field Education for initial approval/permission to pursue the employment-related option. Upon approval, the student must complete an employment plan with appropriate agency signatures to ensure the above criteria are met. All regular field practicum education policies and requirements still apply.

### **Background Checks / Other Requirements**

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

### **Driving Expectations**

Practicum students should not drive clients unless this a requirement by the agency as part of the essential duties of the practicum. It is the responsibility of the agency to specify to students these expectations. Agencies must manage all driving requirements with the practicum students. Students are advised that practicums requiring driving may require submission to a DMV Records check, notification of your insurance carrier, and compliance with driving policies of the agency. Colorado Mesa University shall not be responsible for any issues associated with the student driving as part of their practicum requirements, as this will fall directly on the agreement between student and the agency. Any accidents involving a CMU student while participating in a practicum should be reported to the Director of Field Education and Agency Supervisor immediately.

## **Student Safety**

The following safety policies and procedures regarding field practicum exist to protect Colorado Mesa University students from foreseeable harm at each agency.

- During the agency orientation, students must be provided the safety policies and procedures and any expectations the student must follow to ensure safety.
- Agency safety and security procedures should be reviewed in detail.
- Agency safety and security orientation should include, but not be limited to, safety issues in the community, safety during home visits, safety within the agency building, and safety when dealing with clients prone to violent behavior, and the safety and security of personal items.
- Supervision and safety: Students and Agency / Task Supervisors should discuss safety concerns, as soon as possible and/or during supervision meetings.
- Students should not be forced to engage in field experiences that they feel put them at physical, emotional, or psychological harm /risk. This should be discussed in supervision.
- Student safety must be in compliance with staff safety policy and procedures.
- If student safety concerns interfere with the learning process, the Director Field Education / Field Liaison will explore the issues through communication with the Agency Supervisor and student. Please contact Field Director immediately to assist as needed.
- The Director of Field Education will assist in resolving any student safety issues.

## **Holiday's and University Breaks**

Students are not expected to be at their practicum during University recognized holidays or breaks; however, agencies may request students to volunteer over holidays and breaks for consistency purposes. This must be discussed and approved by the student, without coercion.

- Students may not be forced to participate in practicum on any day the University is closed; therefore, student may decline to attend practicum over Spring Break and Thanksgiving break. Students must clearly plan this with their agency supervisor.
- However, students may decide to attend practicum over Spring Break and Thanksgiving break to make up lost or missed practicum hours. Students must clearly plan this with their agency supervisor.
- Students whose agency is closed on holidays that are not recognized by the University, are required to make up those missed hours before the end of the semester.
- Student must complete all practicum hours before the semester is over to successfully complete the course, if students are unable to complete their 225 hours in the normal semester time frame, please contact the Director of Field Education and your agency supervisor immediately as this can prevent you from graduating.

## **Sexual Harassment Policy**

Agencies working in cooperation with the Social Work Program should recognize and utilize University policy, in addition to the agency policy, to deal with sexual harassment. Sexual harassment of any employee, student, or recipient of the services of Colorado Mesa University is strictly forbidden. Please see Colorado Mesa University policy under Anti-Discrimination Policy, section II, 4a Sexual Harassment and the Social Work Handbook for additional information and procedures.

Please see Anti-Discrimination Policy:

<http://www.coloradomesa.edu/academics/documents/SectionII-Antidiscrimination.pdf>

## **Anti-discrimination Policy**

The social work program, and all associated practicums, must be conducted without discrimination on the basis of age, race, color, national origin, religion, sex, disability, veteran status, or sexual orientation. Colorado Mesa University policy, section E, states that it intends to comply with federal and state antidiscrimination laws including, but not limited to, Titles VI and VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, the Education Amendments of 1972 (Title IX), the Age Discrimination in Employment Act, the Rehabilitation Act of 1973, the Americans with Disabilities Act, and E.O. 11246 to the extent such laws apply to the University and the circumstances.

This policy is not intended to and shall not be construed to in any way expand the applicable statute of limitations under these civil rights laws for pursuing claims of unlawful discrimination or harassment with the appropriate federal or state agencies or courts. Please review the Colorado Mesa University Anti-discrimination policy and the Social Work Handbook for additional information and procedures.

Please see Anti-Discrimination Policy:

<http://www.coloradomesa.edu/academics/documents/SectionII-Antidiscrimination.pdf>

## **Students with Disabilities**

A student with a disability is protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1974 and may request accommodations through Educational Access Services at Colorado Mesa University. The student should work closely with the Director of Field Education, Agency Supervisor, and the Coordinator of Educational Access Services to discuss how accommodations will be implemented and managed.

## **Field Practicum and Media**

In the age of technology and information, social media (Facebook, MySpace, Twitter, YouTube, Blogs, SMS/texting, etc.) can be particularly helpful in building connections with colleagues and maintaining relationships with friends and family; however, as a result, the boundaries between personal and professional relationships have increasingly blurred. Due to social work's professional standards and the obligation to follow the *National Association of Social Workers Code of Ethics*, social workers need to continually assess the ethical implications/complications of social media use.

Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics when using social media communication tools, whether using a personal site or an agency site. The National Association of Social Workers (NASW) Code of Ethics and Council on Social Work Education (CSWE) EPAS competencies provide guidance on the use of social media related to: dual relationships, privacy and confidentiality, professional boundaries, conflict of interest, professional image, informed consent, appropriate self-disclosure etc. Please review and be aware of these guidelines as a basic standard.

As a social work professional, it is important to consider whether you are using social media channels for professional activities, such as advancing social justice issues, advocating for vulnerable populations, and promoting your professional identity, versus using these sites to maintain contact with friends and family. Recognize that even “private” social media sites may be compromised, e.g. someone within group screen shots confidential information and makes it public. Information that has “gone viral” is not retrievable.

Your professional image, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the field agency and physical setting of an office. As social workers, we must be cognizant that the legal, ethical and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools.

The social work program requires that you follow all practicum site policies associated with the use of social media, use privacy settings to avoid potential conflicts of interest, and to maintain confidentiality related to your practicum site at all times. If the fieldwork site/agency has a policy, formal or informal, on social media use, this policy should be shared with social work students as part of their orientation to the practicum.

In lieu of an overarching social media policy, these guidelines have been developed to aid fieldwork agencies in determining appropriate online conduct within the context of their field work sites.

Here are a few important issues to explore and discuss:

- “Google” yourself to see what information is available on you
- Review and delete inappropriate posts, tweets, blogs, pictures (or un-tag), videos etc.
- Be cautious in using online dating services
- Be very select about whom you friend, follow etc.
- Be very select about what you “like,” as this may be viewed as a reflection of you
- Use the highest privacy settings available for all social media sites
- Do not “look up” present or past clients on social media
- Do not friend, follow etc. current or past clients
- Be cautious in revealing personal information such as DOB, phone number, address, family members, place of employment etc.
- Consider developing a **professional** social media site like LinkedIn
- Do not share client information via email or via text
- Be very cautious about what you share (any format) about faculty, field agencies/instructors, peers, co-workers, employers etc.





## COUNCIL ON SOCIAL WORK EDUCATION

STRENGTHENING THE PROFESSION OF SOCIAL WORK  
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### **Internships, Department of Labor Regulations, and Social Work Field Education: Setting the Record Straight February 25, 2014**

In 2010 the U.S. Department of Labor established regulations regarding internship programs in relation to the Fair Labor Standards Act (<http://www.dol.gov/whd/regs/compliance/whdfs71.pdf>)

Over the last several months, interns at several for-profit companies (Fox Searchlight Pictures, *Harper's Bazaar*, Warner Music Group, and Atlantic Records, to name a few) have filed suit for unfair labor practices. A few courts have decided that the companies were out of compliance with Department of Labor regulations and needed to pay interns for their work.

CSWE is aware that this has raised concern among some social work programs. A number of programs have heard from field site supervisors (or agency human relations personnel) that, based on these cases, they cannot afford to allow social work interns because they would be required by law to pay them.

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment.

Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
- The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site as well as a learning contract between the student and the site.
- The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
- The field placement is meant to provide an educational and training opportunity to the social worker and is not meant to provide any immediate advantage to the employer or the field site.

Please note that the six criteria included in the DOL regulations must be well documented and defensible for unpaid internship positions. CSWE encourages all field coordinators and program directors to fully understand the Department of Labor fact sheet and share this information liberally with students and field site personnel.

## PROCEDURES: RESOLUTION of PRACTICUM PROBLEMS

A successful academic education and field practicum experience are critical indicators of readiness to assume professional responsibilities as a generalist social worker. Since field instruction is an essential requirement for the Bachelor Social Work, the student must successfully complete the field practicum requirements. All parties involved (Student, Agency Supervisor, Task Supervisor, Field Liaison, and Director Field Education) are responsible for identifying issues and concerns in the field and are expected to conduct direct communication between relevant parties when appropriate. It is expected that most problems will be quickly addressed and resolved with 4-6 weeks.

### **Student Responsibilities**

It is the student's responsibility to notify, both the Agency Supervisor/Task Supervisor and the Director Field Education/Field Liaison, of any concerns related to the population you are serving, supervision issues, or overall practicum concerns you might be experiencing.

### **Agency Supervisor Responsibilities**

The agency supervisor is encouraged to provide ongoing constructive feedback to the student in reference to strengths and progress, as well as, to address any concerns in competency development, job performance, ethical considerations, or any other relevant issues specific to their social work practicum performance.

### **Director Field Education / Field Liaison Responsibilities**

The Director Field Education / Field Liaison will monitor the student's progress through onsite visits and discussions, email communication, field practicum seminar, and in person communication. The Director of Field will be actively involved in problem-solving activities related to the student's performance.

If problems in the placement occur, the Director Field Education / Field Liaison will assist:

- the student in determining how to address the problem directly,
- may serve as a sounding board for the Agency Supervisor before he/she directly communicates with the student,
- may refer the student to additional resources to facilitate the student's ability to meet the performance standards of the field placement.
- Will work with both the student and agency throughout the process

### **Problem Solving Process**

To address any/all concerns with student competency and practice behavior, the following protocol shall be implemented in accordance with social work values and ethics. To provide **support to the student** during this time, the student may self-select an advocate or Colorado Mesa University Student Services may provide an advocate. All problems must be addressed immediately and resolved within 4 weeks.

### **Agency Concerns: Resolvable**

If an agency determines that there are concerns with a student's performance but believes that the student can successfully complete the practicum. The following process will be followed:

- a. The Agency Supervisor must meet with the student to express practice concerns
- b. The Agency Supervisor must provide the Director Field Education / Field Liaison a written document identifying the areas of concern and outcome of the conversation with the student.

- c. If the Agency Supervisor implements a behavior plan with the student, the Director of Field Education/ Field Liaison must be provided a copy as part of the practicum documentation. The behavior plan must specifically identify the behavior concerns, plan to implement new behaviors (training, supervision, etc.), and time frame of when this is expected to be complete. Additionally, the behavior plan must explicitly state the consequences of not changing these behaviors. The student, Agency Supervisor, and Director of Field / Field Liaison education must be provided copies of this behavior plan.
- d. If the Agency Supervisor or student prefer a formal meeting, then an additional meeting will be held at the agency or agreed upon location to address concerns. The Agency Supervisor, Director Field Education, Field Liaison, and student will be present, at minimum. A plan to address the problem will be discussed and implemented if appropriate.
- e. The agency supervisor is required to follow up with the student regarding the behavior plan and or any other directives put in place to address areas of concern.
- f. Repeat formal meeting will occur as needed.
- g. If it is assessed by all parties (student, Agency Supervisor, and Director Field Education / Field Liaison) that there is no workable solution, a change of placement will be considered and different options will be reviewed by the Social Work Program. Please see Concerns: Unresolvable Field Placement on page 27.

### **Student Concerns: Resolvable**

If a student determines there are concerns with the agency in regards to receiving appropriate supervision, ability to reach academic goals, and/or other agency concerns, the following process will be implement:

- a. The student should meet with the agency supervisor to express their concerns, academic needs, and attempt to find a solution.
- b. The student should meet with the Director Field Education / Field Liaison to address concerns and /or ask for assistance in meeting with their Agency Supervisor. Director of Field Education / Field Liaison will provide feedback and assist in this process.
- c. The student may meet with the Director Field Education / Field Liaison, before the meeting with the Agency Supervisor, if needed. The student MUST meet with the Director of Field Education / Field Liaison after meeting with the Agency Supervisor to discuss outcomes.
- d. If the Agency Supervisor or the Student prefer a formal meeting, then an additional meeting will be held at the agency or an agreed upon location to address areas concern. The student, Agency Supervisor, and Director Field Education / Field Liaison will be in attendance, at minimum. A plan will be discussed and implemented if appropriate.
- e. The Agency Supervisor must follow up with the student and Director of Field Education / Field Liaison regarding conflict resolution.
- f. Repeat formal meeting will occur as needed.
- g. If it is assessed by all parties (student, Agency Supervisor, and Director Field Education) that there is no workable solution, a change of placement will be considered and different options will be reviewed by the Social Work Program. Please see Concerns: Unresolvable Field Placement on page 27.

**Concerns: Unresolvable**

If it is determined, either by the student or the agency supervisor, that the concerns are unresolvable the following process will be implemented:

- a. The Agency Supervisor and student will need to discuss the issues surrounding possible termination from the agency and create a plan to support the clients.
- b. The Agency Supervisor and student will provide the Director Field Education with written documentation identifying the areas of concern for possible termination from the agency.
- c. A Formal meeting will be held at the agency to address areas of concern and potential issues for termination. The student, Agency Supervisor, and Director Field Education, and any other relevant parties (Student Services, Program Director, Department Head, Student Advocate, and/or other Staff) must attend this meeting to determine outcome of this practicum.
- d. If the prior meetings to resolve the concerns have been unsuccessful, the agency will move towards a termination process after consulting with the Director Field Education
- e. The student will provide the Director Field Education with written documentation addressing identified areas of concern related to the agency and areas of concern related to their behavior and state how these problems will be addressed if they are eligible for another practicum.
- f. The agency will provide the Director of Field Education documentation on what they will need in order to provide a successful placement for future students. The agency will provide documentation that identifies areas of concern associated with the agency and student and a plan to successfully support another practicum student in the future, if appropriate/approved.
- g. The student and Director Field Education will discuss the options for finding another suitable placement with the student (and student advocate).
- h. If there are violations to the NASW code of ethics, Colorado Mesa University Code of Conduct, laws, policy violations at the agency, etc. the Director of Field Education and Program Director will discuss the appropriateness and eligibility of the student to continue in the Bachelor Social Work program and Colorado Mesa University Student Services will assist in discussing the appropriateness of the student remaining at Colorado Mesa University.

**Termination in Field Practicum**

Performance in field is a critical indicator of readiness for professional practice and is a key element to the social work program. It is important that concerns arising in the practicum placement are identified and discussed early, and that feedback be given regularly. Concerns may be raised by the student, faculty, agency supervisor or task supervisor, or Director of Field Education / Field Liaison. Colorado Mesa University is committed to a program of excellence; therefore, students in our program must possess and demonstrate certain personal characteristics, abilities, competencies, and behaviors necessary for success in the social work field program. Students are expected to follow all of the National Association of Social Work Ethical Standards, all federal/state laws, program expectations, and demonstrate self-awareness, reflective thinking, and interpersonal communication skills, both in the classroom, the community, and in their field placements.

Termination of field is a formal process and may involve the Director of Field Education, Field Liaison, Program Director of the Social Work Program, Department Head of Social and Behavioral Sciences, and the Vice President of Student Services. A termination meeting may be held regarding the following situations:

- A faculty or staff member has knowledge of serious misconduct in violation of the National Association of Social Workers Code of Ethics;
- A student has been found in violation of the University Student Code of Conduct

The termination meeting may be held within 10 business days of the notification of violation. The student will be notified in writing of this meeting. The student may bring an advocate to support them during this process. At the conclusion of this meeting the review committee will make a recommendation to the Director of Field Education:

- There is not enough information or satisfactory evidence and the student should not be terminated from field.
- There were procedural errors and the committee is in need of further information.
- The student is in violation and should be terminated from field.
- The student may be offered an opportunity to repeat the field experience after demonstrating that he/she has addressed the concerns leading to the original termination.

If the student is unable to meet minimal performance standards in the field related to professional competence, ethical behavior and conduct, or is otherwise unsuited for the profession, the student may not graduate with a bachelor of social work degree. The Director Field Education will advise the student of the potential outcomes.

### **Changes in Field Placement Assignment**

Once a student is placed at their practicum site, it is expected that the student will complete the entire academic year at that organization. Disruption of a field placement is considered for extenuating circumstances.

The process to CHANGE field practicum sites includes:

- A meeting with the Director of Field Education where the student will identify the events that led up to the request to change practicum sites and all attempts to resolve the problem.
- A meeting with the Director of Field Education, Field Liaison, Agency Superior, and Student must be completed to attempt to resolve the conflict. The problem solving process will be implement.
- If the problem is unresolvable the student is approved to have a practicum change, a formal termination / phase out plan must be completed with the student, agency and Director of Field Education/ Field Liaison.
- A final evaluation of the student must be completed by the agency and a verification of practicum hours must be completed by the agency supervisor.

Criteria that is used to DETERMINE CHANGE in practicum:

- The student has moved and is more than 30 miles from their practicum
- The student has experienced a crisis that creates their practicum site to be unmanageable or inappropriate given social work values, ethics, boundaries, laws, etc.
- The student identifies irreconcilable conflicts with the agency or agency supervisor that hinders a productive experience
- Agency concerns such as: reorganization that significantly disrupts the students learning, agency relocation, lack of practicum agency supervisor that fits the required program qualifications, and/or there are not enough learning experiences for the student.

## PROFESSIONAL ORGANIZATIONS

There are numerous Social Work groups that students may participate in. A tentative list is provided below. Social Workers are encouraged to participate in micro, mezzo, and macro organizations throughout their career.

- Association Gerontology Education in Social Work: [www.agesocialwork.org](http://www.agesocialwork.org)
- Association of Oncology Social Workers: [www.aosw.org](http://www.aosw.org)
- Colorado Mesa University Social Work Club: <http://www.coloradomesa.edu/sbs/socialwork.html>
- Council on Social Work Education: [www.cswe.org/](http://www.cswe.org/)
- Institute for the Advancement of Social Work Research: [www.iaswresearch.org](http://www.iaswresearch.org)
- International Association for Social Work with Groups: [www.iaswg.org](http://www.iaswg.org)
- International Federation of Social Workers: [www.ifsw.org](http://www.ifsw.org)
- National Association of Forensic Social Workers: [www.nofsw.org](http://www.nofsw.org)
- National Association of Social Workers: [www.Socialworkers.org](http://www.Socialworkers.org)
- National Association of Social Workers Colorado Chapter: [www.naswco.org](http://www.naswco.org)
- Public Health Social Work: [www.apha.org](http://www.apha.org)
- Society for Social Work and Research: [www.sswr.org](http://www.sswr.org)
- Society for Social Work Leadership in Health Care: [www.sswlhlc.org](http://www.sswlhlc.org)
- School Social Work Association of America: [www.sswaa.org](http://www.sswaa.org)
- Social Workers Helping Social Workers: [www.socialworkershelping.org](http://www.socialworkershelping.org)
- The Association of Baccalaureate Social Work Program Directors: [www.bpdonline.org](http://www.bpdonline.org)
- The National Data Archive on Child Abuse and Neglect: [www.ndacan.cornell.edu](http://www.ndacan.cornell.edu)
- The New Social Worker Online: [www.socialworker.com](http://www.socialworker.com)

## SCHOLARSHIPS

### **Human Services: Title IV – E**

Funds come from Title IV-E of the Social Security Act, which provides support for child welfare services, training and education.

All students receiving a child welfare stipend make a commitment to employment in a Colorado Department of Social/Human Services or on a Colorado Indian Reservation serving child welfare populations following graduation. Students must work one calendar year for each academic year of funding. Based on the needs of the State, students not securing employment within two months of graduation may be required to accept employment in a rural county designated by the state.

- Students wishing to work in urban areas will receive a tuition credit of approximately \$14,000.
- Students committing to employment in rural Colorado county child welfare departments will be awarded tuition credits of approximately \$17,000.
- Students at Distance Learning/Western Colorado sites will receive a tuition credit of approximately \$8,000.

### **Colorado Mesa University Aspinall Scholarship**

#### **Social and Behavioral Sciences**

Each year Colorado Mesa University students with 3.0 GPA or higher are interviewed by the Aspinall Foundation Board for scholarships. At present, the Wayne N. Aspinall Award is \$7,000. The Charles Traylor Award is \$6,000. The Aspinall-Paraho Science Scholarship awarded is \$3,000. In addition, two Aspinall Scholarships are awarded for \$3,000 each and one at \$4,000. There are normally 12 -16 qualified applicants and it is with heartfelt desire the Foundation wishes to increase the money available to deserving students.

### **Colorado Mesa University Scholarships**

#### **All Scholarships**

<http://www.coloradomesa.edu/finaid/otherscholarshipsandresources.html>

### **AmeriCorps Education Award Scholarship**

AmeriCorps State and National supports a wide range of local service programs that engage thousands of Americans in intensive community service each year. We provide grants to a network of local and national organizations and agencies committed to using national service to address critical community needs in education, public safety, health, and the environment.

## PRACTICUM FORMS and EVALUATIONS

### BSW PRACTICUM APPLICATION APPLICATION TO THE SOCIAL WORK PRACTICUM

Name \_\_\_\_\_  
First Middle Last

Student ID# \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email Address \_\_\_\_\_

Cell phone (     ) \_\_\_\_\_

Cumulative GPA \_\_\_\_\_ Social Work GPA \_\_\_\_\_

Expected date of graduation \_\_\_\_\_

Have you ever been on academic or disciplinary probation at CMU? YES NO

If "yes", please briefly explain the dates and circumstances of the probation:

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Have you had any legal interactions that will potentially affect your social work practicum (probation, parole, restraining orders, DUI, etc.)? YES NO

If "yes", briefly explain (we can follow up in the interview).

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**ELECTIVES** and other courses taken that are relevant to social work field placement:

Course Number/Title	Semester	Grade	Course Number/Title	Semester	Grade

**Previous experience** in social services, including volunteer work (list most recent first):

Dates	Agency	Position	Brief description of responsibilities

**Employment** experience (include summer and part-time jobs):

Dates	Employer	Position	Brief description of responsibilities

Describe the type of social work experience you would like to obtain in field placement in terms of agency type, special interests, client population, client age group, etc.:

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Desired general location of practicum placement (e.g., Grand Junction, Fruita, Montrose, no preference). This is not guaranteed determine potential locations for placement.

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## **CAREER GOALS**

Short Term Goals:

Long Term Goals:

My strengths as a social worker include:

My areas of growth as a social worker include:

## **PRACTICUM INTEREST AREAS**

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

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

Type of service (or setting) preferred and why:

List your top five (3) placement choices: (Refer to Agency Form)

1st Choice:

2nd Choice:

3rd Choice:

Please list any conflicts of interest (personal, religious, population, etc.).

For example: If you have a history of Domestic violence and are still in treatment (or have not started treatment) – it would be appropriate to state that “Domestic Violence would not be a good fit”.  
You are not required to list WHY a population or site is not a good fit.

Are you currently undergoing any personal situation, or do you anticipate any upcoming situations, that might affect your work in the practicum?

If so, please specify below. (Your confidentiality will be respected, so please be candid).

Your preferred work style? (Circle one)

Independent/Self-starter

Moderately Independent

Structured/Close Supervision

List day and hours available for placement? (Senior classes are on Wednesday)

How many total credits will you be taking Fall Senior Year?

How many total credits will you be taking Spring Senior Year?

## **PRACTIUM EXPERIENCE AND EXPECTATIONS:**

1. What are the most significant strengths that you bring to the practicum?
2. In what areas do you hope to develop additional competence and skill during your practicum?
3. What learning experiences will be most effective in helping you to develop social work practice skills?
4. What types of assistance, guidance, or structure would help you to learn and develop your social work practice skills.
5. As you begin your social work practicum, what are you most excited and enthusiastic about?
6. As you begin your social work practicum, what are your greatest fear or worries?
7. You will be spending 450 hours in your practicum setting. What do you expect from this investment of your time?
8. What are you are expecting of your agency-based practicum instructor (Agency Supervisor)?
9. What are you expecting of your program Faculty Supervisor/Director Field Education?
10. What are you expecting of the practicum seminar (this is a seminar that helps you to integrate your field experience with practice-based knowledge, this is one hour a week)?
11. What are you expecting from yourself during your practicum?
12. What additional questions and concerns do you have about the practicum?

## BSW AGENCY SITE VISIT FORMS

BSW Site Visit I: \_\_\_\_\_/20\_\_\_\_\_

Student Name: \_\_\_\_\_ Completed Hours \_\_\_\_\_

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

### *Summary of Agency/Student Visit:*

Activities student is Involved in:

Student/Agency comments on student progress:

Student/Agency comments on student challenges:

Student Progress- Learning Plan/apply to core competencies and practice behaviors:

Micro:

Mezzo:

Macro:

How are you applying theory/all course assignments into your practicum? Explain.

Plans for rest of the semester:

Agency/ Student issues or concerns (if any):

**BSW Site Visit II: \_\_\_\_\_/20\_\_\_\_\_**

Student Name: \_\_\_\_\_ Hours Completed \_\_\_\_\_

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

Activities student is Involved in since Last Visit: (Changes: Student's roles, responsibilities, case load)

Follow up: Overall student progress:

Follow up: Student/Agency comments on student challenges:

Student Progress- Learning Plan/apply to core competencies and practice behaviors:

Micro:

Mezzo:

Macro:

How are you applying theory/all course assignments into your practicum? Explain.

Agency/ Student issues or concerns (if any):

Complete CMU paperwork for next semester, including new goals!  
REVIEW ASSESSMENT PAPERWORK!

**BSW Site Visit III: \_\_\_\_\_/20\_\_\_\_\_**

Student Name: \_\_\_\_\_ Hours Completed: \_\_\_\_\_

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

Activities student is Involved in this semester? (Student's roles, responsibilities, case load)

Student/Agency comments on student progress:

Student/Agency comments on student challenges:

Student Progress- Learning Plan/apply to core competencies and practice behaviors:

Micro:

Mezzo:

Macro:

How are you applying theory/all course assignments into your practicum? Explain.

Agency/ Student issues or concerns (if any):

**REVIEW ASSESSMENT PAPERWORK and ASSESSMENTS!**

Set another Site Visit: Yes/ NO (at agencies discretion)

**Bachelor of Social Work**  
**PRACTICUM: MONTHLY TIME SHEET**

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

**AGENCY name:** \_\_\_\_\_

**Agency Supervisor:** \_\_\_\_\_

DATE	Hours Worked	Description of Work Activity

TOTAL HOURS FOR THIS Month: \_\_\_\_\_ TOTAL HOURS PRACTICUM \_\_\_\_\_

I certify that I, the student, did work the above hours:

\_\_\_\_\_  
Student Signature:

\_\_\_\_\_  
Agency Supervisor Signature:



## BSW Learning Contract and the use of Core Competencies

Students are required to set three goal each semester; one micro, one mezzo, and one macro level of intervention specific to you agency. Listed below are the nine core competencies and associated practice behaviors that should be incorporated into the Learning Contract. Practice Behaviors are *italicized* followed with examples of possible tasks, learning activities, and/or strategies. Students also need incorporate agency specific tasks into your core competencies and practice behaviors.

**Instructions:** Students should review the core competencies and practice behaviors listed below in collaboration with their Field Instructor and Director of Field Education to set appropriate goals in the context of your assigned agency. Once this form is completed, please keep a copy for yourself and provide one for your agency and the Director of Field Education.

**Documentation of Progress:** Students should bring a copy of the learning contract to each individual supervision meeting, discuss your progress in the development of core competencies, and practice behaviors. Progress will be discussed during each site visits and as needed. Field Agency Supervisors will evaluate the student each semester on each of the core competencies and practice behaviors (i.e. not yet competent, competent, highly competent) in reference to your work at the agency.

### The Core Competencies:

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

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may affect practice at the micro, mezzo, and macro levels. Social workers understand the frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

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

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

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

## **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

## **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

### **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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## STUDENT Learning Contract - Example

(Please use this template)

Student Name:

Agency Supervisor / Agency:

**Micro Goal:** Be familiar and involved with individual intervention with palliative care patients.

Strategy 1: Become familiar with the individual intervention process

Strategy 2: Observe a social worker during an individual intervention

Strategy 3: Co facilitate an individual intervention with palliative care patients

### ASSOCIATED CORE COMPETENCY / PRACTICE BEHAVIOR:

#### Core Competency 1: Demonstrate Ethical and Professional Behavior

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

#### Core Competency 2: Engage Diversity and Difference in Practice

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

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

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- engage in practices that advance social, economic, and environmental justice

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

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

#### Core Competency 7: Access Individuals, Families

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- facilitate effective transitions and endings that advance mutually agreed-on goals

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

- select and use appropriate methods for evaluation of outcomes
- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- critically analyze, monitor, and evaluate intervention and program processes and outcomes
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

**Method of Evaluation: MUST BE MEASUREABLE:**

To complete this goal, I will have my field supervisor evaluate me in the process of my abilities to complete individual interventions in the appropriate and successful manner. While doing this, I will follow all of the core competencies and practice behaviors. I will receive feedback on my progress with the interventions and better myself as a social worker while doing so.

**Mezzo Goal:** Become familiar and facilitate or co-facilitate a group.

Strategy 1: Co-create, read, and develop a group

Strategy 2: Observe a facilitator while in the process of leading a group

Strategy 3: Facilitate or co-facilitate a group

**ASSOCIATED CORE COMPETENCY / PRACTICE BEHAVIORS:****Core Competence 1: Demonstrate Ethical and Professional Behavior**

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

**Core Competency 2: Engage Diversity and Difference in Practice**

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

**Core Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- engage in practices that advance social, economic, and environmental justice.

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

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

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

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- facilitate effective transitions and endings that advance mutually agreed-on goals

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

- select and use appropriate methods for evaluation of outcomes
- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- critically analyze, monitor, and evaluate intervention and program processes and outcomes
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Method of Evaluation: MUST BE MEASUREABLE**

I will have my field supervisor and my co-facilitator observe me in learning how to lead a school group. I will then have them observe and evaluate me facilitating or co-facilitating one of the school groups. I will do this by following the core competencies and practice behaviors. The field supervisor and the co-facilitator will then give me feedback on my progress with facilitating or co-facilitating a school group.

**Macro Goal:** I will participate in the application process for the United Way Grant

Strategy 1: Review grant application procedure and familiarize myself with the process

Strategy 2: Research information on the United Way Grant and learn how successful complete a grant application

Strategy 3: Be involved in the entire process of completing the United Way Grant application and sending it out for approval.

## **ASSOCIATED CORE COMPETENCY / PRACTICE BEHAVIORS:**

### **Core Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- engage in practices that advance social, economic, and environmental justice.

### **Core Competency 4: Engage In Practice-informed Research and Research-informed Practice**

- use practice experience and theory to inform scientific inquiry and research
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Core Competency 5: Engage in Policy Practice**

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- assess how social welfare and economic policies impact the delivery of and access to social services
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Core Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

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

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

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- facilitate effective transitions and endings that advance mutually agreed-on goals

### **Competency 9: Evaluate Practice- Individuals, Families, Groups, Organizations, and Communities**

- select and use appropriate methods for evaluation of outcomes
- apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- critically analyze, monitor, and evaluate intervention and program processes and outcomes
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

## **Method of Evaluation: MEASUREABLE**

My field supervisor will assist me and help me learn how the United Way Grant process works. I will discuss policy related to HopeWest so that I am not missing any important information during the process. While being involved with the grant, I will follow all of the core competencies and practice behaviors to make sure that I am successful while achieving my macro goal. I will receive feedback from my field supervisor on how I am doing during the process so that I can better myself for the next time I am included in this type of Grant application.



**COLORADO MESA UNIVERSITY**  
**SOCIAL WORK PROGRAM**

**BSW FIELD AGENCY SUPERVISOR ASSESSMENT (FASA)**  
**EVALUATION OF COMPETENCIES AND PRACTICE BEHAVIORS**

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

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

Agency Supervisor: \_\_\_\_\_

Faculty Supervisor : \_\_\_\_\_

Course: SOWK 397 (Fall Semester) and SOWK 497 (Spring Semester) Field Work in Social Work

Directions: Please use this evaluation to assess the student on the 9 core competencies and 31 practice behaviors. For each practice behavior, please complete the scale provided (1-5) and for each competency. Please provide a narrative description as indicated and appropriate.

## Basic Professional Proficiency & Ethical Conduct

### Answer Code for Evaluation Items

NA. Not applicable or not enough information to form a judgment.

- 1-The practicum student fails to meet the basic requirements.
- 2- The practicum student rarely meets the expectations in this area, below expectation.
- 3- The practicum student meets the basic expectations in this area and continues to develop.
- 4- The practicum student is performing above expectations in this area, consistently meets practice behaviors and continues to develop social work skills.
- 5- The practicum student is excelling in this area, exceeds requirements

### I. Basic Work Requirements – Professionalism (core competency 1)

FALL    SPRING

_____	_____	Arrives on time.
_____	_____	Uses time effectively.
_____	_____	Informs supervisor and arranges for absences.
_____	_____	Reliable, completes requested or assigned tasks on time.
_____	_____	Completes required total number of hours or days on site.
_____	_____	Is responsive to norms about clothing, language, etc. on site.

Comments:

### II. Ethical Awareness and Conduct (core competency 1)

FALL    SPRING

_____	_____	Knowledge of general ethical guidelines.
_____	_____	Knowledge of ethical guidelines of practicum placement.
_____	_____	Demonstrates awareness and sensitivity to ethical issues.
_____	_____	Personal behavior is consistent with ethical guidelines.
_____	_____	consults with others about ethical issues if necessary.

Comments:

***BSW FIELD EVALUATION INSTRUMENT  
EVALUATION OF THE PROGRAM EDUCATIONAL OBJECTIVES***

The BSW program includes three broad goals. The first goal is educational in nature and includes 9 core competencies that are integrated throughout the curriculum. These competencies have been formed on the basis of the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) of 2015. Each course in the major highlights those competencies that more closely relate to the course purpose. These competencies are used as educational building blocks in a sequence of social work courses designed to prepare the entry-level professional social worker for generalist practice. Accompanying these competencies are practice behaviors that we expect students to achieve. Consider the activities or skills that will describe and support the evaluation of the professional competencies. The competencies are the desired learning results. We are interested to what extent the student has accomplished them, how they accomplished them, and what future development you would recommend. Concrete examples are useful.

**Rating Scale for Evaluation of Field Placement Performance**

**Instructions:** The nine core competencies specified in this evaluation form are those established by our national accrediting organization (Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following scale.

**Please rate the student based on this scale:**

- 1-The practicum student has not met or fails to meet the basic expectations in this area.
- 2- The practicum student rarely meets the expectations in this area, below expectation.
- 3- The practicum student meets the basic expectations in this area and continues to develop.
- 4- The practicum student is performing above expectations in this area, consistently meets practice behaviors and continues to develop social work skills.
- 5- The practicum student is excelling in this area, always exceeds requirements.

Please circle the number/response that best represents your assessment of the student's performance in the competency area specified. You are encouraged to write comments to expand upon any competency statement, as this feedback is especially helpful in grade determination.

**IMPORTANT:** This form should be used for both semesters for the final evaluations. After completing this form, the original signed paperwork must be returned to the Director of Field Education.

## Competency 1- Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

**Comments: Fall Semester**

**Comments: Spring Semester**

## Competency 2- Engage Diversity and Difference in Practice

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

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1 2 3 4 5	1 2 3 4 5
Present themselves as learners and engage clients and constituencies as experts of their own experiences	1 2 3 4 5	1 2 3 4 5
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>					<b>SPRING SEMESTER</b>				
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1	2	3	4	5	1	2	3	4	5
Engage in practices that advance social, economic, and environmental justice.	1	2	3	4	5	1	2	3	4	5

**Comments: Fall Semester**

**Comments: Spring Semester**

#### Competency 4- Engage in Practice-informed Research and Research-informed Practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Use practice experience and theory to inform scientific inquiry and research	1 2 3 4 5	1 2 3 4 5
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1 2 3 4 5	1 2 3 4 5
Use and translate research evidence to inform and improve practice, policy, and service delivery.	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**

## Competency 5- Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1 2 3 4 5	1 2 3 4 5
Assess how social welfare and economic policies impact the delivery of and access to social services	1 2 3 4 5	1 2 3 4 5
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**



## 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1 2 3 4 5	1 2 3 4 5
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1 2 3 4 5	1 2 3 4 5
Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1 2 3 4 5	1 2 3 4 5
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1 2 3 4 5	1 2 3 4 5
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**

## Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

**Comments: Fall Semester**

**Comments: Spring Semester**

## 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Select and use appropriate methods for evaluation of outcomes	1 2 3 4 5	1 2 3 4 5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1 2 3 4 5	1 2 3 4 5
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	1 2 3 4 5	1 2 3 4 5
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Comments: Spring Semester**

**FALL SEMESTER - Please check one of the following:**

\_\_\_\_\_ **Below Proficiency:** Student is unable to demonstrate proficiency in the understanding of core competencies, practice behaviors, and social work values.

\_\_\_\_\_ **Average Proficiency:** Student is able to demonstrate average proficiency in the understanding of core competencies, practice behaviors, and social work values.

\_\_\_\_\_ **Excellent Proficiency:** Student is able to demonstrate excellent proficiency in the understanding of core competencies, practice behaviors, and social work values

**Fall Semester Additional Comments:**

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SPRING SEMESTER: Please check one of the following:**

\_\_\_\_\_ **Below Proficiency:** Student is unable to demonstrate proficiency in the understanding of core competencies, practice behaviors, and social work values.

\_\_\_\_\_ **Average Proficiency:** Student is able to demonstrate average proficiency in the understanding of core competencies, practice behaviors, and social work values.

\_\_\_\_\_ **Excellent Proficiency:** Student is able to demonstrate excellent proficiency in the understanding of core competencies, practice behaviors, and social work values

**Spring Semester Additional Comments:**

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Agency Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**COLORADO MESA UNIVERSITY**  
**SOCIAL WORK PROGRAM**

BSW STUDENT SELF-EFFICACY ASSESSMENT (SSEA)  
OF COMPETENCIES AND PRACTICE BEHAVIORS

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

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

Agency Supervisor: \_\_\_\_\_

Faculty Supervisor : \_\_\_\_\_

Course: SOWK 397 (Fall Semester) and SOWK 497 (Spring Semester) Field Work in Social Work

Directions: Please use this evaluation to assess yourself on the 9 core competencies and 31 practice behaviors. For each practice behavior, please complete the scale provided (1-5) and for each competency. Please provide a narrative description as indicated and appropriate. You are required to **complete each section and fill in all blanks of this assessment.**

## Basic Professional Proficiency & Ethical Conduct

### Answer Code for Evaluation Items

NA. Not applicable or not enough information to form a judgment.

- 1- The practicum student fails to meet the basic requirements.
- 2- The practicum student rarely meets the expectations in this area, below expectation.
- 3- The practicum student meets the basic expectations in this area and continues to develop.
- 4- The practicum student is performing above expectations in this area, consistently meets practice behaviors and continues to develop social work skills.
- 5- The practicum student is excelling in this area, exceeds requirements

### I. Basic Work Requirements – Professionalism (core competency 1)

FALL    SPRING

_____	_____	Arrives on time.
_____	_____	Uses time effectively.
_____	_____	Informs supervisor and arranges for absences.
_____	_____	Reliable, completes requested or assigned tasks on time.
_____	_____	Completes required total number of hours or days on site.
_____	_____	Is responsive to norms about clothing, language, etc. on site.

Comments:

### II. Ethical Awareness and Conduct (core competency 1)

FALL    SPRING

_____	_____	Knowledge of general ethical guidelines.
_____	_____	Knowledge of ethical guidelines of practicum placement.
_____	_____	Demonstrates awareness and sensitivity to ethical issues.
_____	_____	Personal behavior is consistent with ethical guidelines.
_____	_____	consults with others about ethical issues if necessary.

Comments:

***BSW FIELD EVALUATION INSTRUMENT***  
***EVALUATION OF THE PROGRAM EDUCATIONAL OBJECTIVES***

The BSW program includes three broad goals. The first goal is educational in nature and includes 9 core competencies that are integrated throughout the curriculum. These competencies have been formed on the basis of the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) of 2015. Each course in the major highlights those competencies that more closely relate to the course purpose. These competencies are used as educational building blocks in a sequence of social work courses designed to prepare the entry-level professional social worker for generalist practice. Accompanying these competencies are practice behaviors that we expect students to achieve. Consider the activities or skills that will describe and support the evaluation of the professional competencies. The competencies are the desired learning results. We are interested to what extent the student has accomplished them, how they accomplished them, and what future development you would recommend. Concrete examples are useful.

**Rating Scale for Evaluation of Field Placement Performance**

**Instructions:** The nine core competencies specified in this evaluation form are those established by our national accrediting organization (Council on Social Work Education). Under each competency statement are several practice behaviors that we ask you to rate according to the following scale.

**Please rate yourself based on this scale:**

- 1- You have not met or fail to meet the expectations in this area
- 2- You rarely meet the expectations in this area, below expectation.
- 3- You meet the basic expectations in this area and continues to develop.
- 4- You are performing above expectations in this area, consistently meets practice behaviors and continues to develop social work skills.
- 5- You are excelling in this area, always exceeds requirements.

Please circle the number/response that best represents your assessment of your performance in the competency area specified. You are **REQUIRED** to write comments to expand upon any competency statement, as this feedback is especially helpful in professional development and identifying areas of growth.

**IMPORTANT:** This form should be used for both semesters for the final evaluations. After completing this form, the original signed paperwork must be returned to the Director of Field Education.



## Competency 1- Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

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

### Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

### Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

## Competency 2- Engage Diversity and Difference in Practice

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

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	1 2 3 4 5	1 2 3 4 5
Present themselves as learners and engage clients and constituencies as experts of their own experiences	1 2 3 4 5	1 2 3 4 5
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1 2 3 4 5	1 2 3 4 5

### Comments: Fall Semester

**Successes this Semester:**

**Areas for Continued Improvement:**

### Comments: Spring Semester

**Successes this Semester:**

**Areas for Continued Improvement:**

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	1 2 3 4 5	1 2 3 4 5
Engage in practices that advance social, economic, and environmental justice.	1 2 3 4 5	1 2 3 4 5

#### Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

#### Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

#### **Competency 4- Engage in Practice-informed Research and Research-informed Practice.**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Use practice experience and theory to inform scientific inquiry and research	1 2 3 4 5	1 2 3 4 5
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	1 2 3 4 5	1 2 3 4 5
Use and translate research evidence to inform and improve practice, policy, and service delivery.	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Successes this Semester:**

**Areas for Continued Improvement:**

**Comments: Spring Semester**

**Successes this Semester:**

**Areas for Continued Improvement:**

## Competency 5- Engage in Policy Practice.

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1 2 3 4 5	1 2 3 4 5
Assess how social welfare and economic policies impact the delivery of and access to social services	1 2 3 4 5	1 2 3 4 5
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	1 2 3 4 5	1 2 3 4 5

### Comments: Fall Semester

**Successes this Semester:**

**Areas for Continued Improvement:**

### Comments: Spring Semester

**Successes this Semester:**

**Areas for Continued Improvement:**

## 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	1 2 3 4 5	1 2 3 4 5
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1 2 3 4 5	1 2 3 4 5

**Comments: Fall Semester**

**Successes this Semester:**

**Areas for Continued Improvement:**

**Comments: Spring Semester**

**Successes this Semester:**

**Areas for Continued Improvement:**

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	1 2 3 4 5	2 2 3 4 5
Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	1 2 3 4 5	2 2 3 4 5
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	1 2 3 4 5	2 2 3 4 5
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1 2 3 4 5	1 2 3 4 5

### Comments: Fall Semester

**Successes this Semester:**

**Areas for Continued Improvement:**

### Comments: Spring Semester

**Successes this Semester:**

**Areas for Continued Improvement:**

## Competency 8- Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

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

### Comments: Fall Semester

**Successes this Semester:**

**Areas for Continued Improvement:**

### Comments: Spring Semester

**Successes this Semester:**

**Areas for Continued Improvement:**



## 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

<b><u>Practice Behaviors.</u></b>	<b>FALL SEMESTER</b>	<b>SPRING SEMESTER</b>
Select and use appropriate methods for evaluation of outcomes	1 2 3 4 5	1 2 3 4 5
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1 2 3 4 5	1 2 3 4 5
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	1 2 3 4 5	1 2 3 4 5
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	1 2 3 4 5	1 2 3 4 5

### Comments: Fall Semester

Successes this Semester:

Areas for Continued Improvement:

### Comments: Spring Semester

Successes this Semester:

Areas for Continued Improvement:

**FALL SEMESTER - Please check one of the following:**

\_\_\_\_\_ **Below Proficiency:** Student is unable to demonstrate proficiency in the understanding of core competencies, practice behaviors, and social work values.

\_\_\_\_\_ **Average Proficiency:** Student is able to demonstrate average proficiency in the understanding of core competencies, practice behaviors, and social work values.

\_\_\_\_\_ **Excellent Proficiency:** Student is able to demonstrate excellent proficiency in the understanding of core competencies, practice behaviors, and social work values

**Fall Semester Additional Comments:**

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Agency Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**SPRING SEMESTER: Please check one of the following:**

\_\_\_\_\_ **Below Proficiency:** Student is unable to demonstrate proficiency in the understanding of core competencies, practice behaviors, and social work values.

\_\_\_\_\_ **Average Proficiency:** Student is able to demonstrate average proficiency in the understanding of core competencies, practice behaviors, and social work values.

\_\_\_\_\_ **Excellent Proficiency:** Student is able to demonstrate excellent proficiency in the understanding of core competencies, practice behaviors, and social work values

**Spring Semester Additional Comments:**

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Agency Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Student Individualized Learning Experience Evaluation

Student Name: [Click here to enter text.](#)

Site: [Click here to enter text.](#)

Supervisor's Name: [Click here to enter text.](#)

Term Enrolled: [Click here to enter text.](#)

**DIRECTIONS:** Evaluate your internship experience in an objective manner, using the rating scale below:

5 –Excellent

3-Good

0-Unsatisfactory

4 –Very Good

2-Poor

N/A-Not Applicable

	Rating	Comments, Examples
<b>Learning Experience</b>		
Learned new information, skills, or techniques		
Gained new career/professional knowledge		
Connected academic assignments to work		
Applied problem-solving skills to tasks		
<b>Personal Development</b>		
Gained greater self-confidence		
Learned importance of professional demeanor		
Gained confidence in communication skills		
Improved understanding of strengths/weaknesses		
Met people who contributed to professional growth		
<b>Learning Experience Experience</b>		
Relationship of work to career goals		
Education received		
Supervision received		
Level of responsibility assigned		
<b>Overall Learning Experience Rating</b>		
<b>Comments on Experience (optional):</b>		

How did this learning experience affect your educational or professional plans? (circle one)

Confirmed Plans

Changed Plans

What were the best aspects of this learning experience?

What were the weaker aspects of the learning experience?

*Note: Your comments will not affect your final grade for this experience. If you are evaluating an internship experience, it also will not affect the possibility of future employment with your employer. This document is for in-office use only and should be submitted to the Academic Department Head for your major.*

## BACHELOR SOCIAL WORK PRACTICUM FORMS

### PRACTICUM INFORMATION FORM

Forms must be completed and on file in the Office of Academic Affairs prior to the start of the practicum.

#### **General Information:**

Course Number:

Location (check one):    ☐ In-State    ☐ Out-of-State    ☐ Out-of-Country

#### **Student Information:**

Name:

Current Address:

Student ID#

Phone:

Email:

Major:

Program Requirement: ☐ Yes ☐ No

Semester and Year of Internship:

Faculty Practicum Supervisor: Dr. Michelle Sunkel

Emergency Contact Name and Phone Number: \_\_\_\_\_

#### **Internship Site Information:**

Name of Organization:

Mailing Address of Organization:

Name & Title of Supervisor:

Phone:

Email:

Fax:

#### **Academic Expectations:**

Attach a brief description of the duties and responsibilities of the student intern, the student's learning outcomes and methods of assessment. (To be completed by students, in collaboration with faculty and site supervisors – see next page.)

**Signatures:**

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

Date: \_\_\_\_\_

Faculty Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Department Head: \_\_\_\_\_

Date: \_\_\_\_\_

VPAA or designee: \_\_\_\_\_

Date: \_\_\_\_\_

(VPAA signature only required for out-of-state and out-of-country internships. File copy with Academic Affairs if in-state internship.)

**Required Attachments:**

1. Description of academic expectations.
2. Proof of health insurance for out-of-state and out-of-country internships.
3. Release and Indemnification Agreement for Participants in Internships.

<b>WAIVER, RELEASE, ASSUMPTION OF RISK, AND INDEMNIFICATION AGREEMENT</b>
---

Course: \_\_Social Work Practicum\_\_\_\_\_

Term/Year:\_\_\_\_\_

Instructor: Dr. Michelle Sunkel\_\_\_\_\_

Advisor: \_\_\_\_\_

Student/Participant Name: \_\_\_\_\_

Social Security Number: \_\_\_\_\_

In consideration of the State of Colorado, Colorado Mesa University and its **Social & Behavioral Science Department** granting me permission to participate in the above-referenced course and/or activity, and with the understanding that such participation is conditioned upon my execution of this waiver and release, for myself, my heirs and assigns, I hereby acknowledge, recognize and assume the risks involved in the course and/or the activity and any risks inherent in any other activities connected with the course and/or activity in which I may voluntarily participate. I expressly assume the risk of and accept full responsibility for any and all injuries (including death) and accidents which may occur as a result of my participation in the course and/or activity and release from liability the State of Colorado, Colorado Mesa University and its **Social & Behavioral Science Department**, and all of the officers, directors, agents, representatives, and employees of the foregoing entities.

**I HEREBY WAIVE ANY CLAIM I MAY HAVE AS A RESULT OF MY PARTICIPATION IN THE ABOVE-REFERENCED COURSE AND/OR ACTIVITY. I HEREBY AGREE TO INDEMNIFY, DEFEND AND HOLD HARMLESS THE STATE OF COLORADO, COLORADO MESA UNIVERSITY AND ITS Social & Behavioral Science DEPARTMENT, AND ALL OF THE OFFICERS, TRUSTEES, DIRECTORS, AGENTS, REPRESENTATIVES, AND EMPLOYEES OF THE FOREGOING ENTITIES AGAINST ANY AND ALL CLAIMS, INCLUDING ATTORNEYS' FEES AND COSTS, WHICH MAY BE BROUGHT AGAINST ANY OF THEM BY ANYONE CLAIMING TO HAVE BEEN INJURED AS A RESULT OF MY PARTICIPATION IN THE COURSE AND/OR ACTIVITY.**

This waiver shall be governed in accordance with the laws of the State of Colorado, and venue for any action related to this waiver shall be in the City and County of Denver, Colorado. This waiver is intended as the complete integration of all understandings between the parties. No prior or contemporaneous addition, deletion, or other amendment hereto shall have any force or affect whatsoever, unless embodied herein in writing.

**THIS IS A RELEASE OF LIABILITY. IF STUDENT IS UNDER EIGHTEEN (18) YEARS OF AGE, SIGNATURE OF A PARENT OR GUARDIAN IS REQUIRED. I HEREBY CERTIFY THAT I HAVE READ AND FULLY UNDERSTAND THIS WAIVER, RELEASE, ASSUMPTION OF RISK AND INDEMNIFICATION AGREEMENT.**

---

Signature of Student/Participant

Date

---

Signature of Parent

Date

(if participant is under 18 years of age)

## Colorado Mesa University and Agency Agreement

The objective of this agreement is to provide specific guidelines to both agencies and practicum students of Colorado Mesa University.

The Colorado Mesa University BSW Program and \_\_\_\_\_ (assigned agency) mutually agree that the Agency will provide a field placement for educational experiences that would be beneficial to undergraduate social work students.

The agreement will be in effect as of \_\_\_\_\_/20\_\_\_\_ and will end upon completion of the academic requirements, not to exceed the current academic year of student placement.

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

All parties agree to abide by the Colorado Mesa University commitment to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age or status as a disabled person with a disability. The University seeks to provide equal access to its programs, services and activities for people with disabilities.

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

### **The Agency:**

1. The agency philosophy of service shall be compatible with the educational objectives of social work which embody the values and ethics of the social work profession.
2. The administrator and agency supervisors shall be qualified by experience and training in a way which leads them to respect professional education and have an understanding of its goals. They shall also be willing to undertake, individually and collectively, the various responsibilities that a practicum placement requires.
3. Agency Supervisors must be fully integrated staff members and be granted time in their regular workload to provide practicum supervision, attend one workshops per year, and meet with the Director Field Education a minimum of three times per year and then as needed.
4. The agency must provide qualified agency supervisors for the students.
5. The agency will provide a necessary workspace for the student; this may be a shared space.

### **The School:**

1. The BSW Program, in collaboration with the Agency, shall develop a learning contract of potential learning experiences and evaluate the Agency's ability to provide the minimum requirements for specified practicum outcomes.
2. The BSW Program shall select and refer students for interviews with the agency to determine if their educational development can be served by the agency. Students will be pre-interviewed for appropriateness of placement and ability to meet the goals of the agency.
3. The BSW Program will assist the Agency and the Student in developing educational experiences for professional growth, which are consistent with program goals/objectives.
4. The BSW Program shall provide ongoing consultation, support, and training for Agency Supervisors.

**The Agency Supervisor:**

1. The agency supervisor shall provide a minimum of one hour of supervision per week with the Student. Supervision may be live (working side by side), individual, or group.
2. The agency supervisor shall provide educational experiences, which will assist the Student in completing the practicum requirements such as meeting the stated goals, verifying and signing time sheets, and completing end of semester assessments.
3. The agency supervisor shall meet with the Director of Field Education and Student to evaluate the student's progress, three times over the course of one year, and then as needed.

**The Student:**

1. The Student shall abide by the practicum guidelines as specified in the *BSW Practicum Manual*.
2. The student shall abide by all personnel and agency practices and policies.
3. The student must complete 450 hours in field placement (225 hours each semester).
4. The student may not start hour's early or complete hours early – students may begin on the first day of the semester and must complete on the last day of the semester (before finals week).
5. The Student shall participate in developing plans and methods to meet their practicum requirements.
6. The Student shall adhere to all tenets of the *NASW Code of Ethics*, including maintaining confidentiality in all aspects of client and Agency contacts and records.
7. If the Student receives a stipend, he/she shall be responsible for taxes or Social Security withholding as required by the Internal Revenue Service.

AGENCY SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

DIRECTOR FIELD EDUCATION SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



## Individualized Learning Contract (ILC)

### A. Student and Course Information

Student Name: [Click here to enter text.](#)

700#: [Click here to enter text.](#)

Student Phone Number: [Click here to enter text.](#)

CMU Email: [Click here to enter text.](#)

Course: [Click here to enter text.](#)

CRN: [Click here to enter text.](#)

Semester and Year of Study: [Click here to enter text.](#)

Credit Hours: [Click here to enter text.](#)

Minimum hours of study required: 225

Program Requirement: Yes

*For every hour of course credit, 45 clock hours of student work must be completed*

Location of Study: [Click here to enter text.](#)

Faculty Supervisor: [Click here to enter text.](#)

Site Supervisor/Contact Information: [Click here to enter text.](#)

Emergency Contact Name, Phone Number, and Relationship: [Click here to enter text.](#)

Proof of Health Insurance, if required: [Click here to enter text.](#)

*Proof of Health Insurance and emergency contact information required for any ILC located outside the state of Colorado.*

**B. Individualized Learning Overview:** Individualized learning options are available primarily as upper division credit for Juniors and Seniors with a minimum GPA of 2.75 or by permission of the faculty supervisor. Lower division credit may be available with a 2.75 GPA and higher and/or permission of the faculty supervisor.

- ✓ Individualized learning is an experience for which students assume full responsibility to complete successfully. The requisite personal dedication and commitment is significant.
- ✓ The following are minimum requirements. Please check with the specific department for additional ILC guidelines which will include an assessment rubric for assignments, and faculty and supervisor evaluations that align with CMU/Departmental/Course student learning outcomes (SLOs).
- ✓ Individualized learning courses include the following: X87, X91, X93, X94, X95, X96, X97, X99.

### C. Description/Outline of Plan of Study /Research:

- 1. Time Commitment:** For every hour of course credit, 45 clock hours of student work must be completed. Academic engagement plus student preparation minutes must be a minimum of 2250 clock minutes per one credit hour. For graduate credit, graduate courses require 3750 clock minutes of combined academic engagement and student preparation.

**2. Plan of study/research: Attach description to this document.**

- Student learning outcomes (SLOs) that align with those of Colorado Mesa and department expectations.
- SLOs as agreed upon with business owners/entrepreneurs/managers/nonprofits.
- Timeline that lists specific student accomplishments to be demonstrated during the program of study.
- Daily log kept by the student that demonstrates continuous learning and completion of course SLOs.
- Specific course requirements.

**D. Description of Reporting/Monitoring/Evaluation Procedures to be used, including Grading Procedure and Timeline for Completion. Attach description to this document.**

**E. Plan of reporting/monitoring/evaluation must include the following. Attach description to this document.**

- Timeline for faculty evaluation during ILC.
- Timeline for student assessment of SLOs.
- Criteria to be used in assigning a grade.
- Assessment/rubrics to be used to meet departmental/CMU outcomes.
- If appropriate, timeline for on-site supervisor to use in evaluation process.

**F. Signature: I understand and agree to the expectations of the Individualized Learning Contract.**

*Students may **not** begin the Individualized Learning Contract until all parties have signed this form, and it is on file with the Academic Department Head.*

_____ Student Signature	_____ Date
_____ Faculty Member Responsible for ILC - Signature	_____ Date
_____ Academic Department Head Signature	_____ Date
_____ Vice President for Academic Affairs (only for internships outside Colorado)	_____ Date
_____ Onsite Supervisor/Evaluator	_____ Date

## BACHELOR SOCIAL WORK STUDENTS – AGREEMENT FORMS

### Colorado Mesa University

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#### Field Education - Social Work Program

##### **Criminal Records and Disclosure to Potential Field Placements**

Colorado Mesa University's Social Work Program takes its responsibility to protect the public, as well as, to protect the rights of individuals wishing to enter the social work profession who have criminal records seriously. We are committed to assuring that individuals who might pose a threat to any client group or practice setting be prevented from causing harm and we also want to offer opportunities for individuals with criminal records who have demonstrated a readiness and motivation to participate in the social work profession to enter the field.

While the School of Social Work makes no presumptive judgments regarding the criminal history of a student and potential field placements, students need to know that certain types of criminal convictions may result in some agencies declining to offer them a field placement.

The Social Work Field Education Program will make every effort to identify suitable placements for students with criminal records, yet in some instances, it may not be possible for the School to find a field placement willing to accept that student. In such a case, it is likely that the student will be unable to complete the BSW program.

In order to advocate for students, as well as to provide full disclosure to our community partners, field faculty are required to inform potential field placements of the nature of criminal convictions and any other relevant information.

**I authorize the School of Social Work to share relevant information about me, including my criminal record, with prospective field placement agencies.**

---

**Student Signature**

---

**Date**

---

**Director Field Education**

---

**Date**

**Field Education - Social Work Program**

**BSW Practicum Agreement Form**

Colorado Mesa University's Social Work Program takes field practicum seriously. We are committed to assuring that individuals sent into their senior year field practicum are competent, understand the National Association Social Work code of ethics, have emotional maturity, and are willing to promote the Council Social Work Education core values.

I understand that it is expected of me to read and understand, both, the BSW Student Handbook and the BSW Practicum Manual.

I understand and will follow all rules, expectations set forth by CMU Social Work Program, and all policies and procedures enacted at my practicum placements.

I understand that if I am not successful at my practicum, this will affect my ability to graduate from Colorado Mesa University due to a termination from the Bachelor of Social Work Program.

I will review social media expectations with my agency and understand their policies associated with friending, use, and media use while at my practicum.

**The practicum experience reflects upon you, the student, Colorado Mesa University School of Social Work Faculty, and Colorado Mesa University as a whole.**

---

**Student Signature**

---

**Date**

---

**Director Field Education**

---

**Date**



 **970.248.1696**  **[coloradomesa.edu/sbs](http://coloradomesa.edu/sbs)**

1100 North Avenue • Grand Junction, CO 81501-3122

  
**COLORADO MESA**  
UNIVERSITY  
DEPARTMENT OF SOCIAL AND  
BEHAVIORAL SCIENCES

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