



BACHELOR'S OF SOCIAL WORK PRACTICUM MANUAL

COLORADO MESA
UNIVERSITY

BACHELOR SOCIAL WORK
PRACTICUM MANUAL

2022–2023

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WELCOME PRACTICUM STUDENTS AND AGENCY SUPERVISORS

Welcome to field education at Colorado Mesa University, Bachelor Social Work Program. As part of the social work profession and faculty, I want to officially congratulate you on moving into the next phase of your academic journey. Field education is the signature pedagogy of social work and offers you, the student, the opportunity to develop and demonstrate your knowledge, skills, and values with individuals, families, groups, organizations, and communities in a supervised environment. Students will be provided specific field education and professional advisement, field education orientation training, have concurrent enrollment with practicum seminar, engage in weekly supervision, and will be provided ongoing faculty consultation, and guidance throughout their placement.

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.

This comprehensive field education manual is designed to inform students, agency supervisors, and faculty at Colorado Mesa University about practicum as it relates to courses, policies, ethics, and safety.

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,

Bachelor Social Work Faculty

Michelle King, MSW, LCSW
Bachelor of Social Work Program Director
mking@coloradomesa.edu

Aisha Chapra, MSW, LSW Bachelor of
Social Work Field Education Director
achapra@coloradomesa.edu

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 structured 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. The practicum hours must be obtained concurrently with the semester you are taking the associated practicum seminar course.

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 2022 CSWE, Educational Policy Accreditation Standards (EPAS) and is designed to prepare students to be competent social workers through generalist practice.

Educational Policy 3.1—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 professional practice at a generalist level. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, and cognitive and affective processes that are subsequently demonstrated in students' observable behaviors indicative of competence at a generalist level of practice. (CSWE, 2022, p.17)

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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice
- 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 2022 Educational Policy 3.3 states:

Field education is the signature pedagogy for social work. Signature pedagogies are elements of instruction and socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically, and with integrity.

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting.

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:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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.

Social Work Goals

1. To educate students as generalist social work practitioners; with knowledge and understanding of the ecological perspective, the strengths perspective, the empowerment approach, and solid problem solving and case management skills.
2. To assist students in viewing complex human and social issues from a multi-dimensional, multi-level approach involving micro-, mezzo-, and macro-level interventions.
3. To provide opportunities for the application of the social work mission and core values of service, the dignity and worth of all people, the importance of human relationships, integrity, competency, and social and economic justice.
4. To maintain high professional standards and knowledge of the NASW Code of Ethics.
5. To help students strengthen the relationship between theory and practice by engaging them in various service-learning projects, leadership development, strong field education placements, and involvement in the Social Work Club and Phi Alpha, Social Work National Honor Society

CMU Student Learning Outcomes

1. 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. 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. 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. 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 an 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 20 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 Stages 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. Handles day-to-day function of the Field Education Program, provides advice, insight, and guidance to students during their placement process.
9. Recruitment, selection and training of field agencies, and field supervisors.
10. Vets all field education supervisors, placements, and agencies to ensure compliance with CSWE.
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 (if/as applicable)

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 for 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/or 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 of 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 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 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
6. Agency Supervisors will be asked to participate in this board to ensure best practices in the classroom meet the best practice needs/standards in current practice.

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 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 20 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 of 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. The Director of Field Education will consult with the community agencies and then inform students they are eligible to schedule a placement interview with the approved Agency Supervisor. Once the Agency Supervisor accepts the student, the Agency Supervisor and student will complete the required paperwork. The Director of Field Education will be a consultant and assist with any questions, forms or processes. All forms will be completed and uploaded into Handshake.

Final placement decisions will be made by the Director of Field Education throughout the spring semester prior to the fall senior year placement. 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 placement, the Agency Supervisor and student will complete all required paperwork.
- All paperwork will be uploaded into Handshake, reviewed and approved by the Director of Field Education and Department Head. All final decisions and approvals are in collaboration and at the discretion of the Director of Field Education, Program Director, and Social and Behavioral Sciences Department Head based on appropriateness, application of ethical processes, best practices, and student opportunity to develop independent practice skills in a safe and secure environment.
- Placement decisions will be made in the spring semester. Final approval is formalized in Handshake by both the Director of Field Education and the Social and Behavioral Sciences Department Head.
- 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 and in conjunction and support of the Department Head.
- Students must contact Agency Supervisor, approximately August 1st and arrange their start date to coincide with CMU's academic calendar.
- 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 (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 of 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 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 of Field Education, Field Liaison, Agency Supervisor, and/or Task Supervisor if this is an area of concern.

If a student needs to obtain stabilization and take a leave of absence from the program, they must consult with the Director of Field Education and Program Director so that appropriate support and professional communication can ensure successful transitions.

Field Practicum Monitoring of Student

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

- Director of 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 of 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 20 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 and/or Task Supervisors are encouraged to be candid in their assessment of the student to promote professional development and growth.

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 20 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 of 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.

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, assault or stalking. Sexual harassment, assault or stalking of any employee, student, or recipient of the services of Colorado Mesa University is strictly forbidden.

Please see policies on sexual harassment, sexual assault and stalking in the Maverick Guide, p. 50:
<https://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf>

Sexual Harassment, Sexual Assault, Stalking: Notice of Non-Discrimination

Colorado Mesa University is committed to providing a living environment in which students and employees can live, work, and study free from sexual harassment, sexual assault, sexual intimidation, sexual exploitation, domestic violence, dating violence, and stalking.

Colorado Mesa University does not discriminate based on sex in its education programs and activities, as required by Title IX of the Education Amendments of 1972. Inquiries concerning the application of Title IX may be referred to Colorado Mesa University's Title IX Coordinator, or to the U.S. Department of Education's Office of Civil Rights, or both. Please contact if you have questions or concerns to Title IX Coordinator, Stephanie Rubinstein or Deputy Coordinators, Jill Knuckles, Kris Mort, Bree Meier, or the Office of Civil Rights.

Anti-Discrimination Policy: Compliance Statement

<https://www.coloradomesa.edu/student-services/resources/title-ix/compliance-statement.html>

Colorado Mesa University does not discriminate on the basis of sex in its education programs and activities, as required by Title IX of the Education Amendments of 1972. Inquiries concerning the application of Title IX may be referred to Colorado Mesa University's Title IX Coordinator, or the U.S. Department of Education's Office of Civil Rights.

It is the policy of Colorado Mesa University to maintain an academic and work environment free of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation for students, faculty, and employees. Such conduct is contrary to the standards of the University community and common decency. It diminishes individual dignity, impedes equal employment and educational opportunities and equal access to freedom of academic inquiry, and creates barriers to fulfilling the University's scholarly, research, educational, and service missions. Such conduct will not be tolerated at the University. All agencies working with Capella University and our students must uphold these policies.

Discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation also are illegal; they are prohibited in the employment context by Title VII of the 1964 Civil Rights Act, in the education context by Title IX of the Educational Amendments of 1972, and, in both employment and education contexts, by Colorado's anti-discrimination laws, including, but not limited to, C.R.S. §24-34-401, et seq. Such conduct also can violate federal and state criminal laws.

Colorado Mesa University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, and pregnancy. The University complies with the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, The Pregnancy Discrimination Act of 1978, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado.

Values and Non-Discrimination Statement:

<https://www.coloradomesa.edu/student-services/resources/title-ix/values-and-non-discrimination-statements.html>

Disability Services and Support

<https://www.coloradomesa.edu/rec-center/facilities/disability-services.html>

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.

Educational Access Services for Students with Disabilities

<https://www.coloradomesa.edu/educational-access/index.html>

Educational Access Services (EAS) recognizes disability as an aspect of diversity and an integral part of society. We collaborate with students, faculty, staff, and community members to create an accessible higher education community. EAS provides academic accommodations and promotes universal design principles, enabling students with disabilities the opportunity to fully participate in all aspects of the educational environment as successful and independent learners. Services can include, but are not limited to, volunteer note takers, testing accommodations, and textbooks in alternate formats. Students must initiate a request for accommodations by contacting the EAS office.

University Semester Requirements

Students may only obtain practicum hours for SOWK 397 during the fall semester (August -December) and SOWK 497 during the spring semester (January -May) with the co-occurring classes, social work practicum seminar I SOWK 394 and social work practicum seminar II SOWK 494. Student may not begin or end their practicum hour early. Student must follow the academic calendar associated with each specific semester.

- Students are not allowed to obtain practicum hours during summer or J terms, as our program requires practicum and seminar to be taken concurrently and requires faculty oversight and support.

University Holiday and Break

- Students may obtain practicum hours over Spring Break and Thanksgiving break to make up lost or missed practicum hours. Students must clearly plan this with their agency supervisor and obtain support from the Director of Field Education if/as needed.
- Students are allowed to take a University break (Spring Break and Thanksgiving Break) and not obtain practicum hours during that time. Please effectively communicate with the agency supervisor to ensure continuity of care for your clients/patients.
- 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 may result in a failing grade and can prevent you from graduating.

Use of Technology / Media

To maintain a safe and ethical learning environment, social workers intentionally protect themselves and clients from unintended privacy violations, ensure awareness and safety associated with media, and engage in ethical communication across all platforms; written, verbal, and social. The Social Work Program requires students to follow all agency policy and procedures associated with social media and communication. Additionally, the Social Work Program encourages students to refrain from personal emails, telephone calls, text messages, and social media during practicum hours. Personal communication devices should not interrupt any professional activities or pose any risk to self or others.

Media Policy and Ethical Expectations, NASW Code of Ethics (2021) revised manual

Competence (d)

Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

Cultural Competence (e)

Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients' use of and access to electronic technology and seek to prevent such potential barriers. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

Conflict of Interest (e)

Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

Privacy and Confidentiality (r)

Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

The NASW Code of ethics highlights media ethics to protect us from unintentionally creating dual relationships and assisting in setting and creating healthy boundaries. Social Workers model professional behaviors with our clients, professional affiliations, and colleagues. Please note, you are responsible for knowing, understanding, and complying with the entire NASW Code of Ethics, including ethics and technology.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics>

NOTE: Any violation of our NASW ethical standards may result in disciplinary action, please contact the Director of Field Education with any questions or concerns.

How to Engage in Media and Professional Social Work:

In the age of technology and information, social media (Facebook, SnapChat, TikTok, Instagram, 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 and complications of social media use. Social Workers must avoid engaging in dual roles, violation of privacy and confidentiality, and inappropriate self-disclosure.

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. Please ensure you are engaging in these practices.

Be cognizant of how you are using social media. As a social worker, it is important to understand that private information may be shared in a public space without your consent. Once you post or engage in online social media, this information is not protected (even with high security). Recognize that 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 and may be detrimental to you professionally. You are responsible for any/all post associated with you.

The social work program requires that you follow all practicum site policies associated with the use of social media, use privacy settings to decrease potential conflicts of interest, and to maintain confidentiality related to your practicum site.

Here are a few search tips and important issues to explore and discuss:

- Do an internet search for yourself to see what information is available on you
- Ensure if you have professional information posted, do not include your personal phone number, address, or other details that could pose an ethical or safety concern
- 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. any current or past clients, their friends, or their family
- Do not friend anyone that creates a dual relationship (boss, agency supervisor, faculty)
- Consider developing a professional social media site (ex: LinkedIn)
- Do not share client information via email or via text
- Be very cautious about what you share (any format) about faculty, agencies/supervisors, peers, co-workers, employers etc.



COUNCIL ON SOCIAL WORK EDUCATION

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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.

FIELD PRACTICUM SAFETY REQUIREMENTS

Student Safety Protocol and Support

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 puts 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 of Field Education / Field Liaison will explore the issues through communication with the Agency Supervisor and student. Please contact Director of Field Education immediately to assist as needed.
- The Director of Field Education will assist in resolving any student safety issues.

Driving Expectations

The student is prohibited from transporting a client, client's family, site supervisor, staff, or other practicum students in their own vehicles and are prohibited from being transported by a client, client's family, or other practicum student.

Mandatory Reporting

Federal and state laws require mandatory reporting of the suspected abuse or neglect of children, vulnerable adults and the duty to warn if a client is considered harmful to themselves or others. Agency supervisors are responsible to assist students in the understanding and application of these laws as it applies to Colorado. Please allow the student to engage in observation and assistance of a mandated reporter. Please ensure the student understands the site policies, regulations, laws, and ethical obligations associated with the mandated phone call. The student may assist as deemed appropriate by the agency supervisor.

Accident/Incident and Reporting

Please contact 911 if there is a medical emergency to ensure everyone's safety first.

If there is an accident/incident that involves the student (if they are threatened or hurt) or if they have done harm, the agency supervisor and the student should contact the Director of Field Education immediately. The accident/incident should be documented by all parties. The Director of Field Education and/or the Program Director will schedule a meeting with the student, agency supervisor and any other relevant parties to discuss the situation, assesses the immediate and ongoing risks, and find a resolution that promotes the student's sense of well-being and the learning process.

Home Visits

Students are allowed to conduct home visits and community visits after the first visit has been conducted with an agency supervisor or agency supervisor approved designee (i.e. staff member). The purpose of shadowing the first home visit with the site supervisor (or another staff person), is to determine the appropriateness of the client and setting. It is expected that the site supervisor will assess the student's competency to conduct individual home visits or community visits, prior to approving this task. Upon site supervisor approval, the student can conduct visits independently, as long as, the site supervisor is immediately available by phone. The student can leave a home visit or community visit, if the student feels uncomfortable or unsafe. It is expected that the student discusses any concerns immediately with the site supervisor and the Director of Field Education. The agency should always know the student's location and time expectations for all home visits.

Belongings - Responsibility and Security

The practicum site is responsible for providing students with a secure place to keep belongings while at placement. Students please do not leave cell phones, laptops, backpacks, purses, and other personal articles visible and unattended, even in an office with the door closed. Valuables should not be brought to placement settings. Items of value should not be left in cars and/or should be placed out of view just prior to leaving a vehicle. Please secure all of your belongings as they are your responsibility.

Work with Clients/Patients

Students are required to work with individuals, groups, families, organizations, and/or communities in a range of settings and situations. Clients deal with overwhelming emotions and environmental stressors that may result in behaviors that are threatening or appear to be threatening. Students should always consult with the site supervisor regarding preparation for and handling specific situations that are potentially difficult. Students should know all policies and protocols associated with medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons. Students should be offered opportunities to learn verbal de-escalation skills, know the safety protocols, and practice appropriate interventions skills throughout practicum.

PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR

Colorado Mesa University is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program and throughout field education. Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. All students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend practicum /classes as scheduled, arrive on time, and communicate effectively.
2. **Respect:** Treat all your peers, colleagues, agency supervisors, faculty, clients, and everyone that you come in contact with, with dignity and respect at all times.
3. **Confidentiality:** Treat all agency and client information as confidential
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness.
5. **Integrity:** Practice honesty with yourself, peers, faculty, and agency supervisor. Constantly strive to improve your abilities.
6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
7. **Communication:** Strive to improve both verbal and written communication skills.
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

Expectations at Agency

Students are required to adhere to the agency policies on professional standards, follow all Colorado Mesa University Student Code of Conduct expectations, and all NASW Code of Ethics for best practices. Students are expected to maintain the confidentiality of practicum site documents and client information according to state and federal laws, the NASW Code of Ethics, and all agency and University policies and expectations.

Professional Attire Requirements

Professionalism is paramount in preparing for and participating in the practicum, which includes dressing in professional attire. You are expected to discuss the dress code with the agency supervisor and adhere to all dress code requirements.

Communication

Students are expected to effectively communicate to the agency supervisor and Director of Field Education if there is a change to the agency, site supervisor, accident/incident occurs, or if there is a concern. Students are expected to communicate to the agency and faculty about hours, time commitments, and goals associated with practicum. Students are expected to professionally communicate to ensure transparency to ensure all practicum expectations are met.

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 of 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 of 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 of Field Education / Field Liaison Responsibilities

The Director of 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 of 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 of 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.

Student Concerns: Resolvable

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

- 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 of 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 of 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 of concern. The student, Agency Supervisor, and Director of 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.

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 of 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 of 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 of 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 of 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 of 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. *Students are not allowed to change placement or quit an agency without consulting with the Director of Field Education.* The Director of Field Education will ultimately determine if a placement change is warranted. If a student quits a placement without consultation, this may result in a delay of graduation or termination from the program.

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 Supervisor, and Student must be completed to attempt to resolve the conflict. The problem-solving process will be implemented.
- 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
- Association of Oncology Social Workers: www.aosw.org
- Colorado Mesa University Social Work Club: <http://www.coloradomesa.edu/sbs/socialwork.html>
- Council on Social Work Education: www.cswe.org/
- Institute for the Advancement of Social Work Research: www.iaswresearch.org
- International Association for Social Work with Groups: www.iaswg.org
- International Federation of Social Workers: www.ifsw.org
- National Association of Forensic Social Workers: www.nofsw.org
- National Association of Social Workers: www.Socialworkers.org
- National Association of Social Workers Colorado Chapter: www.naswco.org
- Public Health Social Work: www.apha.org
- Society for Social Work and Research: www.sswr.org
- Society for Social Work Leadership in Health Care: www.sswlhlc.org
- School Social Work Association of America: www.sswaa.org
- Social Workers Helping Social Workers: www.socialworkershelping.org
- The Association of Baccalaureate Social Work Program Directors: www.bpdonline.org
- The National Data Archive on Child Abuse and Neglect: www.ndacan.cornell.edu
- The New Social Worker Online: www.socialworker.com

SCHOLARSHIPS

Colorado Mesa University Scholarships

Colorado Student Scholarships:

<https://www.coloradomesa.edu/financial-aid/scholarships/index.html>

- Reisher Scholarship
- Saccomanno Higher Education Foundation
- Colorado Energy Scholarships
- Mesa County Housing Scholarship
- Colorado Opportunity Scholarship Initiative (COSI)

Scholarships

<https://coloradomesa.academicworks.com/>

- Incoming Freshman
- Transfer Students
- Legacy Students
- First Generation Students

CMU Foundation Scholarships – General Application with scholarship auto match

<https://coloradomesa.academicworks.com/>

- ESF Community Grant Scholarship
- Reisher Scholars Program – Transfer Student
- COSI Displaced Worker Scholarship
- Grand Junction Opportunity Scholarships
- Montrose Success Fund
- Christi Reece Group Scholarship
- VFW Post #3981 Scholarship
- Sharon Daniels Scholarship
- Josh Penry Endowed Scholarship
- Alpine Bank Latino-Hispanic Student Scholarship
- Alpine Bank Scholarship
- Arbaney Family Endowed Scholarship
- B&B Electric Endowed Scholarship
- Bacon Foreign Student Scholarship
- Baines/Riede Memorial Scholarship
- Barry Bishop Scholarship
- Barry Michrina Memorial Scholarship
- Bauerle Family Endowed Scholarship
- Bickley/Meyer Scholarship
- Blaney-Maluy Family Scholarship
- Colorado Plateau Horsemen's Hall of Fame
- Douglass E Aden and Lorraine L Jenson Endowed Scholarship
- Edwin & Harriet Hawkins Scholarship
- Riverside Education
- Walt Smith Memorial Scholarship

*This is a condensed list, please visit the website

Outside Scholarships Resources:

<https://www.coloradomesa.edu/financial-aid/scholarships/other/outside.html>

AICPA/Accountemps Student Scholarship
American Association of University Women
Aspinall Scholarship
CableTV.com
Colorado Women's Education Foundation Scholarship
Education-Portal Scholarships
Elie Wiesel Prize in Ethics Essay Contest
Fresh Start Scholarship
Friends of Hubbell Trading Post
Grand Valley Power Scholarship
Karla J Gilbert, Karl T. and Ruth C Gilbert Family Scholarship
Lew Goodhart Memorial Scholarship
Montrose Rotary Club Vocational Scholarship
National Federation for the Blind Scholarship
Pinnacol Foundation Scholarship
Sallie Mae Fund Scholarship
San Luis Valley Rural Electric Cooperative, Inc. Electric Lineman Scholarship
Weld County Bright Futures
Western Colorado Community Foundation
Western Rockies Federal Credit Union

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() _____

Emergency Contact _____ Emergency Contact 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:

Have you had any legal interactions that will potentially impact your social work practicum (probation, parole, restraining orders, DUI, child protection cases as the identified perpetrator, etc.)? YES NO

If "yes", we will discuss during the interview to ensure best practices and plans are followed per CMU, social work program, and social work best practices.

Electives and Other courses that are relevant to Field Education Placement?

Course	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.:

Desired general location of practicum placement (e.g., Grand Junction, Fruita, Montrose, no preference). This is not guaranteed but helps me if you are in a different location or are looking in a specific location:

CAREER GOALS

Short Term Goals:

Long Term Goals:

My strengths as a social worker include:

My areas of growth as a social worker include:

Fields of practice you are interested in: (indicate 3 in order of preference).

Adolescent Services		Drug/Alcohol Treatment	
Adult Protective Services		Group Work	
Advocacy		Mental Health Services	
Children and Family Services		Medical Social Work	
Children's Services		Occupational Services	
Child Protective Services		Older Adult Services	
Community		Policy/Macro	
Community Organization		School Social Work Services	
Court/Justice System		Social Justice	
Developmental Disability		Other (list)	
Disability Services			
Domestic Violence			

Client populations you are interested in working with: (indicate 3 in order of preference).

Adults		Children & Families	
Older Adults		Organization	
Older Adults & Families		Community	
Youth		Other (list)	
Children			

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. Just let me know so that I do not place you with a population that has potential harm for you / client.

Your preferred work style? (Circle one)

Independent/Self-starter

Moderately Independent

Structured/Close Supervision

List day and hours available for placement? (Senior classes/Supervision 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)

Practicum: Monthly Time Sheet

Student Name: _____

Signature: _____

Site Supervisor: _____

Signature: _____

Month / Year: _____

Agency: _____

[illegible]

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

Social workers:

Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
Manage personal and professional value conflicts and affective reactions;
Use technology ethically and appropriately to facilitate practice outcomes; and
Use supervision and consultation to guide professional judgment and behavior.

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

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

Social workers:

Advocate for human rights at the individual and system levels; and
Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

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

Social workers:

Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

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

Competency 4: Engage Practice-informed Research and Research-informed Practice

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

Social workers:

- Apply research findings to inform and improve practice, policy, and programs; and

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

Competency 5: Engage in Policy Practice

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

Social workers:

- Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

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

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

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

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

Social workers:

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

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

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

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

Social workers:

- Apply knowledge of human behavior and person-in-environment and other culturally responsive interprofessional theoretical frameworks when assessing clients and constituencies; and

- Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.

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

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

Social workers:

- Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on plans and increase the capacities of clients and constituencies; and

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

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

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

Social workers:

- Select and use culturally responsive methods for evaluation of outcomes; and

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

EXAMPLE: STUDENT LEARNING CONTRACT

Student Name:

Agency Supervisor / Agency:

Micro Goal: Complete a(n) _____ assessment with _____ patients using evidence-based interventions.

Strategy 1: Become familiar with the assessment process through form reviews, chart reviews, and discussion on how to administer the assessment.

Strategy 2: Observe a social worker during an assessment with appropriate interventions. Then review in supervision which modalities were used and why. Discuss and analyze evidenced based interventions that would be effective to a current client and why, as you prepare to lead an intervention under supervision.

Strategy 3: Co facilitate an assessment with a supervisor. Use evidence-based interventions during this assessment and intervention. Intervention should be discussed with supervisor, prepared, and planned prior to intervention. Supervisor will assist if/as needed during this assessment and intervention.

Strategy 4: Lead an assessment and intervention, with supervisor observing. Use evidenced based interventions. Discuss the outcome with your supervisor for immediate feedback and any additional actions that need to be taken. This should be an independent intervention.

Method of Evaluation: MUST BE MEASUREABLE:

To complete this goal, I will discuss and practice each strategy with the agency supervisor. The agency supervisor will evaluate my ability to move to the next strategy during supervision. The agency supervisor will shadow me as I co-facilitate and then lead an intervention to provide immediate feedback and support. Each core competencies will be discussed and analyzed during supervision. I will be evaluated on my core competencies at the end of each semester.

Mezzo Goal: Facilitate a _____ group on _____.

Strategy 1: Become familiar with the group interventions through reviewing group materials, shadowing, and discussing group intervention modalities during supervision.

Strategy 2: Observe a social worker run a psychoeducation or therapeutic group intervention and then review in supervision which modalities were used and why. Discuss and analyze evidenced based practices interventions used during the group facilitation.

Strategy 3: Prep and prepare to co-facilitate a group with an agency supervisor or approved colleague. Group interventions and experience should be discussed with supervisor. Supervisor and/or approved colleague will assist if/as needed during this intervention to ensure best practices are met.

Strategy 4: Facilitate an independent group intervention. Discuss the outcome of your group with your supervisor for immediate feedback and any additional actions that need to be taken. This should be an independent intervention with support.

Method of Evaluation: MUST BE MEASUREABLE

I will have my field supervisor and my co-facilitator observe me in learning how to lead a group. I will then have them observe and evaluate me facilitating or co-facilitating one of the groups. I will do this by following the core competencies and practice behaviors. The agency supervisor and the co-facilitator will then give me feedback on my progress with facilitating or co-facilitating a group to ensure continued growth and development. I will be evaluated on my core competencies at the end of each semester.

Student Name:

Agency Supervisor / Agency:

Macro Goal: I will be an active board member on a _____.

Strategy 1: Discuss with my agency supervisor which community board engages with multidisciplinary and multiagency engagement to ensure a macro perspective.

Strategy 2: Read policy and procedures associated with the identified board. Read the MOU of the board to ensure greater understanding of the implementation and action plan of the board.

Strategy 3: Will attend the monthly board meeting for exposure to policy, procedures, and community engagement to better serve Mesa County.

Strategy 4: Will effectively communicate an agency perspective to the board. This will be done with the agency supervisor or approved colleague to ensure compliance with NASW Code of Ethics and policies of the agency.

Method of Evaluation: Must be MEASUREABLE

The agency supervisor will assist with identifying a multidisciplinary board to engage with this semester. During supervision discuss the policy and procedures of the board and how this impacts the ecological theory of social work. The agency supervisor will evaluate my ability to effectively communicate and will prepare me for strategy 4, independent practice of effective communication with the board.

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 agency supervisor on how I am doing during the process so that I can continue to develop for the next meeting. I will be evaluated on my core competencies at the end of each semester.

Application of All Core Competencies and Practice Behaviors to Above Goals:

Competency 1: Demonstrate Ethical and Professional Behavior

Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

Demonstrate professional 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: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Advocate for human rights at the individual and system levels; and

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

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

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

Competency 4: Engage Practice-informed Research and Research-informed Practice

Apply research findings to inform and improve practice, policy, and programs; and

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

Competency 5: Engage in Policy Practice

Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

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

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

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

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

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

Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and Demonstrate respect for

Client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals.

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

Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

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

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

Select and use culturally responsive methods for evaluation of outcomes; and

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

Required Signature: AGENCY / SITE SUPERVISOR

Agency / Organization

Agency Supervisor

Agency Supervisor Title

Agency Supervisor Email

Agency Supervisor Signature

Required Signature: DIRECTOR FIELD EDUCATION / SOCIAL WORK FACULTY

Social Work Faculty

Social Work Faculty Email

Social Work Faculty Signature

Required Signature: MASTER OF SOCIAL WORK STUDENT

Student Name

Student phone number / email

Student Signature

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 2022.

Each course in the program highlights competencies to ensure understanding, skill development, and engagement towards independent practice. These competencies are used as educational building blocks in a sequence of social work courses designed to prepare the entry-level masters of social work professional for 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 for this semester:

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

Competency 1- Demonstrate Ethical and Professional Behavior

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

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	1 2 3 4 5	1 2 3 4 5
Demonstrate professional 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- Advance Human Rights and Social, Racial, Economic, and Environmental Justice

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

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
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 human rights to promote social, racial, economic, and environmental justice.	1	2	3	4	5	1	2	3	4	5

Comments: Fall Semester

Comments: Spring Semester

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

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

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	1 2 3 4 5	1 2 3 4 5
Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	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 use ethical, culturally informed, and anti-racist and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
Apply research findings to inform and improve practice, policy, and programs	1	2	3	4	5	1	2	3	4	5
Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	1	2	3	4	5	1	2	3	4	5

Comments: Fall Semester

Comments: Spring Semester

Competency 5- Engage in Policy Practice

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

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect 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, racial, 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 individuals, families, groups, organizations, and communities.

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

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies	1 2 3 4 5	1 2 3 4 5
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with 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. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting issues and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Apply theories of human behavior and person in environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies, and	1 2 3 4 5	1 2 3 4 5
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals	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. Social workers understand theories of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on goals, and	1	2	3	4	5	1	2	3	4	5
Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Select and use culturally responsive methods for evaluation of outcomes	1 2 3 4 5	1 2 3 4 5
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	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 : _____

Directions: Please use this evaluation to assess yourself on the 9 core competencies and 20 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**. This form will be sent via email from HandShake in an electronic form each semester.

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 2022.

Each course in the program highlights competencies to ensure understanding, skill development, and engagement towards independent practice. These competencies are used as educational building blocks in a sequence of social work courses designed to prepare you as an entry-level masters of social work professional. Accompanying these competencies are practice behaviors that we expect you to achieve.

Consider the activities and skills identified and provide supportive documentation for this evaluation. The competencies are the desired learning results. We are interested to what extent you, the student, has accomplished these competencies, how you accomplished them, and what future development you would recommend to continue to develop this skill. 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 for this semester:

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

Competency 1- Demonstrate Ethical and Professional Behavior

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

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context	1 2 3 4 5	1 2 3 4 5
Demonstrate professional 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

Areas of Growth / Areas of Competence

Comments: Fall Semester

Comments: Spring Semester

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

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

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
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 human rights to promote social, racial, economic, and environmental justice.	1	2	3	4	5	1	2	3	4	5

Areas of Growth / Areas of Competence

Comments: Fall Semester

Comments: Spring Semester

Competency 3- Engage Anti-racism, Diversity, Equity, and Inclusion in Practice

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

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels	1	2	3	4	5	1	2	3	4	5
Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	1	2	3	4	5	1	2	3	4	5

Areas of Growth / Areas of Competence

Comments: Fall Semester

Comments: Spring Semester

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

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

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
Apply research findings to inform and improve practice, policy, and programs	1	2	3	4	5	1	2	3	4	5
Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work	1	2	3	4	5	1	2	3	4	5

Areas of Growth / Areas of Competence

Comments: Fall Semester

Comments: Spring Semester

Competency 5- Engage in Policy Practice

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

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect 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, racial, economic, and environmental justice	1 2 3 4 5	1 2 3 4 5

Areas of Growth / Areas of Competence

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 individuals, families, groups, organizations, and communities.

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

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies	1 2 3 4 5	1 2 3 4 5
Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	1 2 3 4 5	1 2 3 4 5

Areas of Growth / Areas of Competence

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

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER					SPRING SEMESTER				
Apply theories of human behavior and person in environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies, and	1	2	3	4	5	2	2	3	4	5
Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing mutually agreed-on goals	1	2	3	4	5	2	2	3	4	5

Areas of Growth / Areas of Competence

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

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Engage with clients and constituencies to critically choose and implement culturally responsive, evidenced-informed interventions to achieve mutually agreed-on goals, and	1 2 3 4 5	1 2 3 4 5
Incorporate culturally responsive methods to negotiate, mediate, and advocate, with and on behalf of clients and constituencies	1 2 3 4 5	1 2 3 4 5

Areas of Growth / Areas of Competence

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

<u>Practice Behaviors.</u>	FALL SEMESTER	SPRING SEMESTER
Select and use culturally responsive methods for evaluation of outcomes	1 2 3 4 5	1 2 3 4 5
Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	1 2 3 4 5	1 2 3 4 5

Areas of Growth / Areas of Competence

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: _____

BACHELOR SOCIAL WORK PRACTICUM FORMS



WAIVER, RELEASE, ASSUMPTION OF RISK, AND INDEMNIFICATION AGREEMENT

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
(if participant is under 18 years of age)

Date

Colorado Mesa University
Bachelor of Social Work Program Affiliation Agreement

This is an agreement between Colorado Mesa University Department of Social and Behavioral Sciences, Bachelor Social Work Program and _____ (agency supervisor) at _____ (agency), and _____, BSW Student. This agreement is to identify the responsibilities of all parties involved for the practicum experience.

The agreement will be in effect as of ____/20____ until ____/20____ and will fulfill 225 hour each semester for a total of 450 hour of professional development in social work practice.

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:

Responsibilities of the Agency Supervisor:

1. The agency will be compatible with the educational objectives of social work which embody the values and ethics of the social work profession.
2. Agency supervisors must be fully integrated staff members and be granted time in their regular workload to provide practicum supervision, attend two workshops per year, and meet with the Director Field Education a minimum of three times per year to evaluate the students process and review learning goals.
3. The agency must provide qualified agency supervisors or task supervisors and will provide one hour of supervision per week.
4. The agency supervisor will complete the Agency Supervisor Assessment each semester.
5. The agency will provide necessary workspace for the student, this space may be shared.

Responsibilities of the Colorado Mesa University, Social Work Program:

1. CMU will assist the student with their learning goals and objectives to ensure they are in compliance with professional standards and independent skill development.
2. CMU will award the student 5 semester credit hours after successful completion of the practicum, each semester. Students must pass both practicum and seminar for credit.
3. CMU will award a grade for the student's work based on how well the student meets program-specific requirements

4. The Bachelor of Social Work Program will provide ongoing consultation, support, and training for the agency supervisors.
5. All approved contracts and approved supervisors are at the discretion of the Social Work Program, in conjunction, with the Social and Behavioral Sciences Department Head to ensure appropriate designation and training opportunities for each student.

Responsibilities of the Student:

1. The student must adhere to all NASW Code of Ethics, BSW Practicum Manual requirements, BSW policies, and agency policies and procedures.
2. Student must complete 450 hours in field placement (225 hours each semester). Students 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).
3. Students must complete all required CMU paperwork in Handshake prior to starting practicum. Student may ONLY begin practicum after the Social Work Program and Social and Behavioral Sciences Department Head have APPROVED the agency, supervisor, and paperwork.
4. The student must report to the practicum during times mutually agreed upon by the site supervisor and the student.
5. The student shall register for Practicum I/II and Practicum Seminar I/II for credit hours and pay applicable tuition and fees to CMU.

Other Areas of Agreement

1. All parties understand that the student is not entitled to employment at the conclusion of the practicum period; however, a student may be offered a position.
2. All parties understand that the student is not obligated to accept an offer of employment at the conclusion of the practicum period, and that the completion of their practicum is not contingent on them accepting aforementioned job offer.
3. All parties understand that the agency may terminate this agreement for poor performance by the student. Please review the BSW Field Education Manual for policies and procedures to resolve and/or terminate practicum issues.
4. Student acknowledges and agrees that no tuition or fees will be reimbursed by CMU to the student and no credit hours awarded by CMU to the student, if the student fails to complete the practicum.

AGENCY / SITE SUPERVISOR

Agency / Organization

Agency Supervisor

Agency Supervisor Title

Agency Supervisor Signature

DIRECTOR FIELD EDUCATION / SOCIAL WORK FACULTY

Social Work Faculty

Social Work Faculty Signature

Social Work Faculty Email

BACHELOR SOCIAL WORK STUDENT

Student Name

Student phone number

Student Signature

Student Email

STUDENT LEARNING GOALS / CONTRACT

Student Name:

Agency Supervisor / Agency:

Micro Goal:

Strategy 1:

Strategy 2:

Strategy 3:

Strategy 4:

ASSOCIATED CORE COMPETENCY / PRACTICE BEHAVIOR:

Method of Evaluation: MUST BE MEASUREABLE:

Mezzo Goal:

Strategy 1:

Strategy 2:

Strategy 3:

Strategy 4:

ASSOCIATED CORE COMPETENCY / PRACTICE BEHAVIORS:

Method of Evaluation: MUST BE MEASUREABLE

Macro Goal:

Strategy 1:

Strategy 2:

Strategy 3:

Strategy 4:

ASSOCIATED CORE COMPETENCY / PRACTICE BEHAVIORS:

Method of Evaluation: Must be MEASUREABLE

Field Education - Social Work Program

Field Education Agreement Form

Please read the following agreement form as an understanding of social work practice education expectations. This form indicates you are willing and able to follow all of the NASW code of ethics, policies, and obligations of all governing bodies associated with social work. Please sign and upload this form into Handshake.

In keeping with the academic, program and professional standards and requirements described in this handbook, carefully and honestly answer the following questions:

- | | |
|--|---------------|
| 1) I have read and will adhere to the professional expectations set forth in the BSW Manual, BSW Field Education Manual and the NASW Code of Ethics. | Yes___ No___ |
| 2) I have read and will adhere to the NASW Code of ethics in practice and throughout my practicum experience. | Yes ___ No___ |
| 3) I have read and understand the Policies and Procedures outlined in the BSW Student Manual and Field Education Manual and will adhere to all expectations. | Yes___ No___ |
| 4) I have read and will adhere to all CMU policies and procedures. | Yes ___ No___ |
| 5) I understand I am expected to follow all state/federal laws as part of my professional development and expectations during social work practicum. | Yes___ No___ |
| 6) I understand I am expected to develop the CSWE Core Competencies and practice behaviors as part of my academic and professional development. These skills are required for graduation from the BSW program at Colorado Mesa University and for independent practice after graduation. | Yes___ No___ |
| 7) I understand I am expected to follow all agencies policies and procedures during my practicum experience. | Yes___ No___ |
| 8) I understand that social work concepts, populations, discussions, and practice may evoke strong emotional responses. I understand it is my responsibility to seek out professional help if/as needed throughout this program. | Yes___ No___ |
| 9) I understand that if I fail to meet these expectations, I may be expected to engage in a corrective action plan and may be terminated from the Practicum and/or BSW program. | Yes___ No___ |

Students Printed Name: _____

Student's Signature: _____ **Date:** _____

*Your signature testifies that the above answers are truthful and that you are ready to start your Field Education Experience



 **970.248.1696**  **coloradomesa.edu/sbs**

1100 North Avenue • Grand Junction, CO 81501-3122


COLORADO MESA
UNIVERSITY
DEPARTMENT OF SOCIAL AND
BEHAVIORAL SCIENCES

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