



**BSW**

**Field Education**

**Handbook**

**Field is the Heart of Social Work Education**

**Kent School of Social Work**

**2014-2015**

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# KENT SCHOOL OF SOCIAL WORK

## BSW Field Education Handbook

2013-2014

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## PART ONE - GENERAL INFORMATION

### History

The Raymond A. Kent School of Social Work has its roots in Louisville, Kentucky beginning with social welfare activity in the early 1900s. In December 1918, the Welfare League of Louisville began offering courses in social services, in conjunction with the Louisville Free Public Library, the Louisville Conference of Social Workers and other interested groups. Students who successfully completed four semesters of social work courses and fieldwork each received a Certificate of Social Services through the auspices of the University of Louisville's Graduate School of Arts and Sciences. From 1923 to 1926, the Louisville School of Social Work offered coursework and field work at the baccalaureate level, and these courses were incorporated within the University's Sociology Department of the College of Arts and Sciences. In 1930, Professor Margaret K. Strong joined the Sociology faculty, chaired that faculty from 1931 to 1936, and in 1936 became the first Chair of the newly established Graduate Division of Administration. From 1930 until 1936, Dr. Strong, University of Louisville President Raymond A. Kent, and many members of the professional social workers in the community worked to secure accreditation that came in May 1937 from the American Association of Schools of Social Work.

Since the fall of 1936, the University of Louisville has continuously offered graduate level courses in social work education. Following President Kent's death in 1943, the school was renamed the Raymond A. Kent School of Social Work in 1944 to honor his efforts in the development of the School. From 1936 until 1983, the Kent School was an autonomous school within the University, reporting directly to the University Provost. In 1983, the School became a component of the newly formed College of Urban and Public Affairs. With reorganization in 1991-1992, the Kent School was configured into the College of Health and Social Services. A Marriage and Family Therapy certification program was added in 1994, and in 1997, the Kent School of Social Work once again became an autonomous school reporting to the Provost. In 1997, the Kent School began its doctoral program as a collaborative effort with the University of Kentucky. And finally in the fall of 2007, the Kent School of Social Work matriculated its charter class for the Bachelor of Social Work program.

### Mission

The University of Louisville shall be a premier, nationally recognized metropolitan research university with a commitment to the liberal arts and sciences and to the intellectual, cultural, and economic development of our diverse communities and citizens (Abridged version).

The mission of the Kent School of Social Work is to prepare well-qualified generalist social workers who practice from a strong professional value base to serve the mission of the University. Our graduates promote social justice through their practice with diverse client

systems. Kent School is committed to knowledge development that informs social work practice, recognizing the importance of interdisciplinary collaboration to solve complex social problems.

### **Accreditation**

The University of Louisville is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelor, master, doctoral, and professional degrees (D.M.D., J.D., and M.D.).

The Bachelor of Social Work and Master of Science in Social Work programs are accredited by the Council on Social Work Education (CSWE). The social work curriculum and many policies are guided by the Educational Policy and Accreditation Standards set forth by CSWE

The Marriage and Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Education.

### **The Social Work Profession**

Social work is a profession concerned with the prevention and amelioration of social problems and the enhancement of the quality of human life. Social workers achieve these goals through direct practice with individuals, families, groups, and community organizations; advocacy; social planning; social policy analysis and formulation; research; and administration. Social work practice helps people mobilize their resources to deal with present circumstances and to enlarge their prospects for the future. Since problems of the individual cannot be seen in any meaningful way in isolation from the broad social and community context in which they occur, social work also takes a leadership role in bringing about institutional change.

### **The Education Program**

The School provides a broad-based education for college or university graduates wishing to continue their studies and for professionals returning to school to enhance their skills. The Bachelor of Social Work (BSW) degree program is designed to prepare students for entry into the profession as generalist practitioners. The Master of Science in Social Work (MSSW) degree program is designed to help students achieve their maximum potential through a carefully structured curriculum of foundation and advanced course work. Preparation for leadership in advanced professional practice is a vital part of the School's curriculum.

Bachelors of social work programs, under the accreditation banner of the Council on Social Work Education (CSWE), are directed in matters of curriculum to promote the knowledge, values and skills of the profession. At the baccalaureate level, students are prepared for entry into the profession as generalist practitioners. Guided by program mission and goals, the generalist model is built upon a conceptual framework that includes relevant theories and knowledge to build practice skills. The professional level courses at the junior and senior year level are grounded in the liberal arts and carefully integrate that knowledge into the learning of professional content. The Educational Policy and Accreditation Standards of CSWE establish the base of program learning expectations.

## **BSW Program Goals**

The following BSW program goals relate directly to the school's Mission Statement and are congruent with the purposes of social work education at the baccalaureate level.

Goal I (Curriculum): To ensure that graduates will be prepared at the undergraduate level to practice social work that is framed by a generalist practice base, and an ability to understand social problems at multiple levels.

Goal II (Relationship with the community): To build collaboration and partnerships for community building and problem solving:

Goal III (Knowledge development): To contribute to the development of new social work knowledge through scholarship and research.

## **Core Competencies of Social Work Practice**

The Kent School of Social Work adopted the core competencies and practice behaviors listed in 2008 Educational Policy and Accreditation Standards. The BSW curriculum is designed to promote attainment of knowledge and skill development of these core competencies. The core competencies and corresponding practice behaviors are listed below.

### **C1: Identify as a professional social worker and conduct oneself accordingly.**

- C1.1 advocate for client access to the services of social work;
- C1.2 practice personal reflection and self-correction to assure continual professional development;
- C1.3 attend to professional roles and boundaries;
- C1.4 demonstrate professional demeanor in behavior, appearance, and communication;
- C1.5 engage in career-long learning;
- C1.6 use supervision and consultation.

### **C2: Apply social work ethical principles to guide professional practice.**

- C2.1 recognize and manage personal values in a way that allows professional values to guide practice;
- C2.2 make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics;
- C2.3 tolerate ambiguity in resolving ethical conflicts;
- C2.4 apply strategies of ethical reasoning to arrive at principled decisions.

### **C3: Apply critical thinking to inform and communicate professional judgments.**

- C3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- C3.2 analyze models of assessment, prevention, intervention, and evaluation;
- C3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues;

### **C4: Engage diversity and difference in practice.**

- C4.1 recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

- C4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- C4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences;
- C4.4 view themselves as learners and engage those with whom they work as informants.

**C5: Advance human rights and social and economic justice.**

- C5.1 understand the forms and mechanisms of oppression and discrimination;
- C5.2 advocate for human rights and social and economic justice;
- C5.3 engage in practices that advance social and economic justice.

**C6: Engage in research-informed practice and practice-informed research.**

- C6.1 use practice experience to inform scientific inquiry;
- C6.2 use research evidence to inform practice.

**C7: Apply knowledge of human behavior and the social environment.**

- C7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation;
- C7.2 critique and apply knowledge to understand person and environment.

**C8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

- C8.1 analyze, formulate, and advocate for policies that advance social well-being;
- C8.2 collaborate with colleagues and clients for effective policy action.

**C9: Respond to contexts that shape practice.**

- C9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
- C9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social service.

**C10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**C10a: Engagement**

- C10a.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- C10a.2 use empathy and other interpersonal skills;
- C10a.3 develop a mutually agreed-on focus of work and desired outcomes.

**C10b: Assessment**

- C10b.1 collect, organize, and interpret client data;
- C10b.2 assess client strengths and limitations;
- C10b.3 develop mutually agreed-on intervention goals and objectives;
- C10b.4 select appropriate intervention strategies.

**C10c: Intervention**

- C10c.1 initiate actions to achieve organizational goals;
- C10c.2 implement prevention interventions that enhance client capacities;
- C10c.3 help clients resolve problems;

C10c.4 negotiate, mediate, and advocate for clients;  
C10c.5 facilitate transitions and endings.

**C10d: Evaluation**

C10d.1 critically analyze, monitor, and evaluate intervention.

**BSW Curriculum**

Social work practice involves an intervention into the relationships between people and their social environments in order to improve the quality of those relationships. The ultimate target of change may be the people, the social environment, and/or the relationship itself. Thus, assessment of situations has to include all system levels: individual and family, group and organization, neighborhood, community, and society. Intervention may be necessary at any or all of these levels, and the generalist practitioner is competent to do what the situation demands. The BSW curriculum prepares students for generalist practice; that is to develop knowledge and skills for entry level professional social work practice that recognizes the importance of multi-level systemic intervention.

Generalist practice in the BSW curriculum is guided with the following principles:

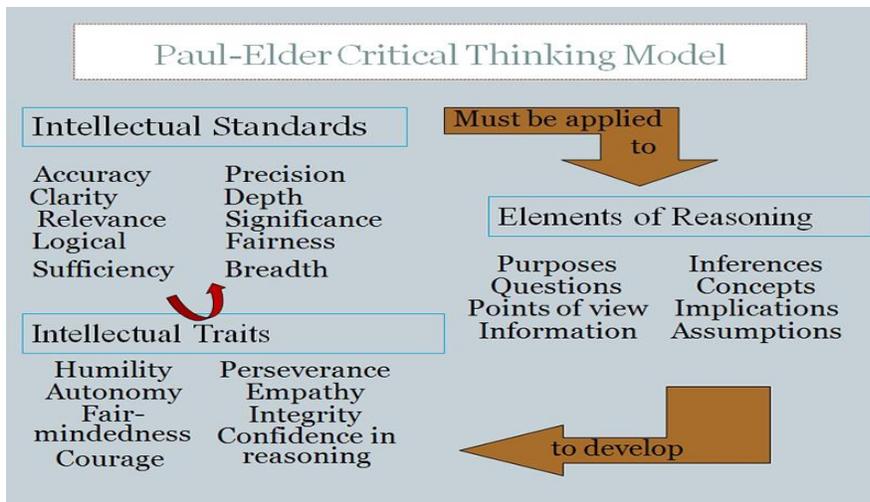
1. The Kent generalist understands that every instance of social work is directly addressed to, or consistent with a quest for social justice.
2. Practice is based on awareness of systematic inequities in the distribution of society's resources.
3. Distributive justice holds as primary each person's need for a fair share of the benefits of society, including a fair distribution of economic goods and services, and a fair allocation of non-material goods such as opportunity, rights, liberties, and the self-respect that accompanies these social benefits.
4. Practice translates into action knowledge about, and abhorrence of, the manner in which unjust social conditions are experienced daily by individuals, families, and communities.
5. Any effort to assist people to adapt to unjust, oppressive systems of demand and relationship is immoral and unethical.
6. The Kent generalist's professional assignment is threefold:
  - a. Help people connect with needed resources.
  - b. Help people negotiate complex and problematic situations.
  - c. Bring to bear, modify and/or create social structures where existing ones limit human functioning and exacerbate human suffering.
7. If the activity is not justice oriented or consistent with a justice orientation, it is not social work.
8. The Kent generalist recognizes in action that clients are embedded in social contexts, i.e. individuals live in families, in streets, in neighborhood.
9. Practice addresses the whole person, the bio-psycho-social human being interacting with her or his cultural context.
10. Assessment is multi-level in perspective.
11. Intervention at one systemic level reverberates at other levels.

12. The Kent generalist is respectful of client worth and dignity, and the client's right to determine her or his own destiny.
13. Client and social worker are partners and co-participants in the practice endeavor, and they are joined to each other as fellow strugglers through the vast, bureaucratic mechanisms that control many aspects of their everyday lives.
14. The Kent generalist is sensitive to diversity and actively seeks the culturally-bound meanings in each client's narrative and each client's unique standpoint on social life.

The curriculum also provide students strategies to learn challenging materials, to encourage flexibility in the use of knowledge, and to change the underlying ways of thinking. At the end of their studies students will achieve a deeper, more complex understanding of social work, they will be able to critically evaluate and contemplate the material while experimenting with the flexible application of the knowledge in a variety of contexts. This higher order of thinking that will be developed and promoted with the curriculum is referred to as critical thinking.

Critical thinking is defined as "the intellectual disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief or action" (Scriven & Paul, 2004). Critical thinking includes specific skills such as problem-solving and the ability to integrate knowledge from multiple disciplines and theories of human behavior. Throughout the curriculum, there is an emphasis on critical reflection, or appraisal of various points of view no matter what the source. The curriculum draws heavily on social science knowledge and integrates this with problem-solving phases such as assessment, intervention, and evaluation. In this respect, the curriculum is designed to teach students to access, integrate, and assess practice and policy related research to solve social problems and to work towards social justice. When critical thinking skills are used effectively, it leads to transparency and promotes social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people.

In the undergraduate curriculum, students are introduced to critical thinking. They are guided by faculty to develop critical thinking skills throughout all the foundation level courses. The BSW curriculum promotes generalist practice in which the simultaneous impact of many systemic levels (individuals, families, groups, organizations, and communities) on clients' lives is critically analyzed and recognized. The curriculum builds upon a liberal arts base that fosters an understanding of society as a complex organization of diverse people and ideas. Social problems are understood as occurring within the nexus of culture, conflict, development, ecology, and systems, and as such, efforts to help or intervene must include consideration of these forces. Students will be able to identify and assess social problems critically, specifically attending to 1) how such problems are maintained, 2) how they impact the quality of people's lives, 3) cultural sensitivity and appreciation of marginalized people, and 4) how to actively promote social and economic justice.



### The Paul Elder Critical Thinking Model

According to Paul and Elder (1997), there are two essential dimensions of thinking that students need to master in order to learn how to upgrade their thinking. They need to be able to identify the "parts" of their thinking, and they need to be able to assess their use of these parts of thinking.

The "parts" or elements of thinking (reasoning) are as follows:

- All reasoning has a **purpose**
- All reasoning is an attempt to **figure something out, to settle some question, to solve some problem**
- All reasoning is based on **assumptions**
- All reasoning is done from some **point of view**
- All reasoning is based on **data, information and evidence**
- All reasoning is expressed through, and shaped by, **concepts and ideas**
- All reasoning contains **inferences** or **interpretations** by which we draw **conclusions** and give meaning to data
- All reasoning leads somewhere or has **implications** and **consequences**

The intellectual standards to these elements are used to determine the quality of reasoning. Good critical thinking requires having a command of these standards. According to Paul and Elder (1997, 2006), the ultimate goal is for the standards of reasoning to become infused in all thinking so as to become the guide to better and better reasoning.

Habitual application of the intellectual standards to the elements of thoughts produces a well-cultivated critical thinker who is able to:

- Raise vital questions and problems, formulating them clearly and precisely

- Gather and assess relevant information, using abstract ideas to interpret it effectively
- Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- Think open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- Communicate effectively with others in figuring out solutions to complex problems

**Kent School of Social Work  
BSW Professional Program Curriculum  
Junior Year Courses**

**Fall Semester**

SW 201 – Introduction to Social Work (include service learning component)	4
SW 302 - Social Welfare Institutions, Policies & Services	3
SW 303 - Generalist Practice I	3
SW 301 - Human Behavior & the Social Environment	3
Elective	3
<b>Total</b>	<b>12 (16)</b>

**Spring Semester**

SW 322 – Issues in Policy and Service Delivery	3
SW 304 – Generalist Practice II	3
SW 319 – Human Behavior & the Social Environment	3
Electives	6
<b>Total</b>	<b>15</b>
<b>Total Junior Year</b>	<b>27 (31)</b>

**Senior Year Courses**

**Fall Semester**

SW 426 – Introduction to Social Work Research	3
SW 405 – Generalist Practice III	3
SW 470 – Practicum I	6
SW 472 - Practicum Seminar and Lab I	3
<b>Total</b>	<b>15</b>

**Spring Semester**

SW 406 – Generalist Practice IV	3
SW 471 – Practicum II	6
SW 473 Practicum Seminar and Lab II	3
Elective	3
<b>Total</b>	<b>15</b>
<b>Total Senior Year</b>	<b>30</b>
<b>Total Professional Requirements</b>	<b>57 (61)</b>
<b>Total BSW degree</b>	<b>121 (123)</b>

## Public Child Welfare Certification Program

The Public Child Welfare Certification Program (PCWCP) was implemented by the Kentucky Cabinet for Health and Family Services and ten university undergraduate social work programs in the State with a goal to fill the ranks of Child Welfare Workers with competent and well-trained workers capable of providing high quality services immediately upon employment. The Cabinet partners with the eleven Universities to offer Bachelor Social Work juniors and seniors in their academic program in conjunction with participating in the Cabinet's child welfare training curricula prior to graduation. These students are provided full instate tuition and a stipend. Students must complete a two year employment commitment with the Cabinet upon successful completion of this program. Students enrolled in this program complete their practicum in an appropriate site within the Cabinet for Health and Family Services.

## Community Advisory Council

The Community Advisory Council is a significant communication linkage between the social work practice community and the Kent School of Social Work. The Council meets twice annually and as needed to review and provide counsel regarding the Kent School curriculum, including the Field Education Program and other relevant school issues.

The Director of Field Education of the MSSW Program chairs these meetings. The Dean, the Associate Dean, the Director of the BSW Program, the BSW Director of Field Education and the President of the Kent Alumni Association are ex-officio members of the Council. One additional faculty member rotates annually to actively involve all aspects of the curriculum. Two student members represent the Bachelors Program and the Master's Program, respectively, and serves one year terms. Members from the practice community serve three-year terms in staggered rotation, sustaining a minimum group size of twelve members. Members represent current practice interests and changing community needs. These members are expected to participate in matters such as:

- curriculum development
- program standards and procedures (admission, retention and termination)
- faculty and student recruitment and retention (particularly minority group members)
- faculty development
- development and enhancement of practicum placement sites
- outside funding and resulting program planning
- collaborative projects with community agencies

## **PART TWO – PRACTICUM EDUCATION IN THE CURRICULUM**

### **Purpose of Practicum Education**

The faculty of the Kent School understand the signature pedagogical placement in the curriculum of practicum education as the centerpiece of undergraduate social work education. It is here that the broad understandings, the specialized skills, the analytical judgments and the life experiences the student brings to their educational experience come together to produce an informed professional in a "practice" profession. Therefore, the student's perception of the role practicum education plays in the school's curriculum should be as complete as possible, because the student is the most vital link in adult education.

The purpose of practicum education is to provide students with on-going opportunities to:

1. Learn and apply theoretical knowledge and practice through the use of social work methods and skills
2. Aid integration of learning in class and in practice
3. Develop appropriate professional uses of self
4. Further identification with the social work profession

### **Practicum I and II (SW 470 and SW 471)**

These courses are designed to provide an educationally supervised practicum within human services organizations. This is a generalist practicum work experience based on the structural/strengths model of social work practice and taken concurrently with Practicum Seminar and Lab I and II and Generalist Practice III and IV courses. These practicum courses integrate class assignments and assist students in developing social work perspectives and skills in working with a range of client systems: individuals, couples, families, groups, organizations and communities. The practicum experience provides for the integration of theory learned across social work practice, human behavior, diversity, organizational and community dynamics, social policy and research courses. Students practice under the supervision of qualified, agency-based social workers and the guidance of a school-based practicum faculty. An integral feature of the practicum is the sharing of practicum experiences with other students in practice and seminar classes. These classes provide opportunities to present students' work in guided learning environments and strengthen the integration of theory and practice.

### **Practicum Seminar and Lab I and II (SW 472 and SW 473)**

This course is intended to supplement the practicum experience by creating an arena for integration of practice theory and content through class discussion, written analysis, student presentations, readings, and in-class exercises. Generalist social work practice, the problem solving model, and the strengths perspective will be reviewed. Students will utilize their liberal arts foundation for using the elements of thought of the Paul – Elder Framework of critical thinking for the application of social work theory and practice skills. Students develop their social work identity informed by a critical analysis of the components of practice from the field experience. In this course students will weave the connection of theoretical content from throughout the curriculum into their actual practice, ensuring that the

perspective that emerges is viewed through the lens of generalist social work practice. Development of self-awareness, self-assessment skills, and review of ethical decision-making guidelines for practice are central to the discussions of this course.

## **The Practicum Student**

### **Criteria for Admission to the Practicum**

Students must be admitted to the BSW Program and successfully complete the first year of the BSW professional program in order to enroll in the social work practicum and practicum seminar and lab courses. Students must complete the practicum application, and participate in a practicum planning consultation with the BSW Director of Field Education, interview with referred community agencies, and be accepted by at least one agency. Following admission to the practicum program, students are required to submit proof of student liability insurance coverage and attend the mandatory Practicum Orientation which is held annually just prior to the beginning of the academic year.

### **Expectations of Practicum Students**

All students admitted to the BSW program are required to complete satisfactorily two 225 hour successive practicum education courses for a total of 450 clock hours in approved practicum sites. A growing number of students face the necessity of employment while completing their BSW degree requirements. The Kent School Faculty understands this and tries to address such circumstances through limited options in undertaking the practicum requirements. Practicum education is offered in a concurrent format so that students enrolled in a practicum course must be concurrently enrolled in a Practice course and a Practicum and Seminar and Lab course. Students complete their practicum placement requirements at the practicum placement agency 16 hours a week.

Students are to be avid learners by engaging in the following to:

1. Acquire fundamental knowledge of agency philosophy and function, its legal or legislative base, policy determination, eligibility requirements, limitations and range of service
2. Become knowledgeable of the policy making procedures
3. Acquire knowledge of personnel policies as they affect staff, student and service delivery
4. Assess the appropriateness of agency function to client need
5. Identify, develop and utilize resources
6. Become familiar and comfortable with the knowledge that she/he represents the agency in an official capacity in all contacts with the public
7. Participate appropriately in interagency and interdisciplinary programs
8. Understand that, while her/his role is similar to that of agency staff members, it is emphatically the role of a learner
9. Satisfy the expectations of the practicum syllabus

Within the function of the agency, students are expected to:

1. Exemplify the conduct of professional social workers and abide by agency regulations and practices
2. Develop skills in critical analysis
3. Demonstrate increasing knowledge of human behavior and social issues and problems
4. Demonstrate awareness of interpersonal dynamics
5. Demonstrate awareness of environmental, ethical, cultural, political, and financial systems and their influence upon social conditions
6. Identify and work effectively with different client systems
7. Share constructive criticism
8. Assume leadership appropriately
9. Link previous learning to new knowledge and experiences
10. Increase repertoire of practice skills
11. Incorporate a variety of treatment modes
12. Identify and enhance those particular skills for which she/he has special talent
13. Refine communication skills
14. Demonstrate the core competencies as delineated in the 2008 E.P.A.S.

### **The Practicum Agency**

Practicum agencies and the Kent School of Social Work are educational partners in the professional preparation of social workers. Agencies provide the opportunity for students to apply, test and integrate the knowledge, values and skills learned in other courses and to develop professional identification through the use of self in increasingly responsible professional activities.

### **Criteria for Selection**

Agencies should have a well-established service delivery program. Agencies should be characterized by clarity about the focus of the program and its methods. Students are expected to fulfill roles in agencies that entail learning activities appropriate for the Bachelors of Social Work. Agencies agree to provide students ample opportunity and experience in a range of generalist social work practice activities to develop and demonstrate all the core competencies. In keeping with the Kent School's mission to promote social justice by serving marginalized populations, and the University of Louisville's Mission to promote intellectual, cultural, and economic development of our diverse communities, public and non-profit organizations which serve diverse populations are preferred. The Field Education Office will investigate and tour prospective agencies to determine the suitability as the practicum sites.

### **Release Time for Supervisors**

Agencies agree to make explicit arrangements for time in the workload of practicum supervisors to carry out the practicum education process. It is difficult to estimate precisely the amount of time required for practicum instruction. Practicum supervisors are expected to schedule a minimum of one hour per week for formal conferences with students. It is most important that practicum supervisors are accessible for informal, on-the-spot conferences and to intervene where difficulties arise. In general, the use of a practicum placement agency for

several practicum students is preferred to having only one student per agency. Students benefit by learning from each other and from the mutual support. If there are several students in practicum agencies, supervision may be used in group conferences; however, students must be provided the opportunity to meet privately with practicum supervisors as needed.

### **Availability of Faculty to Agencies**

Agency executives, other administrative personnel and practicum supervisors are encouraged to consult with the Dean of the Kent School, the Associate Deans, Director of the BSW Program, and the BSW Director of Field Education. Members of the faculty are available for consultation on agency research and practice issues, within the limits of their competence, particular interests and workloads.

## **Practicum Supervisors**

### **Criteria for Selection**

BSW students are required to be supervised by a social worker with a Bachelor's or Master's degree in social work from an accredited program and a minimum of two years of full-time, post-bachelor's or master's experience. Supervisors with a BSW, MSW, or MSSW degree and the LSW, CSW, LCSW/LISW credential are preferred, but not required. Practicum supervisors have the primary responsibility for the provision of learning opportunities that facilitate student growth within the profession. Supporting this responsibility is a part of practicum supervisors' commitment to professional training and to the profession of social work. The Field Education Office will interview and verify the education and credentials of prospective supervisors and make the determination of their suitability to provide field instruction.

If an agency does not employ a social worker with a BSW, MSW, or MSSW degree, arrangements may be made with other agencies or with the BSW, MSW, or MSSW program to meet this educational requirement. Task supervisors are non BSW, MSW, or MSSW agency employees who are highly experienced in the area or program to which students will be assigned. Task supervisors work in coordination with off-site practicum supervisors and practicum faculty. They are utilized under very specific circumstances in special practicum placements. The responsibilities and role functions of task supervisors are monitored by practicum faculty to ensure that practicum standards are maintained.

### **General Expectations of Practicum Supervisors**

Practicum Supervisors are expected to:

1. Plan and implement student orientation to the agency, including introduction to agency personnel and to persons of collateral significance
2. Interpret policy, legal structure, rules and regulations
3. Acquaint students with client systems and their interactions with the agency
4. Comply with general and specific conditions enumerated in the Affiliation Agreement
5. Determine student learning needs and to give direction through which these needs are met
6. Provide ongoing assessment of student performance of the core competencies

7. Make assignments which progressively develop and utilize the knowledge, skills and experience of students
8. Promote student development of critical thinking skills
9. Provide supervision and learning through regular conferences, group sessions, seminars, etc., including a minimum of one hour of face-to-face, educationally-focused supervision weekly. Supervisors may elect to mentor more than one student at the same time, i.e. group supervision. However, when there are conjoint supervisory sessions, there should always be opportunity for each student to have private time with supervisors each week.
10. Provide students feedback regarding students' work of educational objectives, monthly reports and assignments
11. Participate actively in the mid-term evaluation and final evaluation conferences
12. Draw from own competence, academic and experiences, in enhancing student growth
13. Communicate concerns to practicum faculty in a timely manner

### **Practicum Faculty**

The practicum faculty are full-time and part-time faculty members. Part-time practicum faculty must hold a master's degree in social work from an accredited school of social work, and are recruited based on their years of practice, experience in supervising social work students (preferably a minimum of five years), interest in teaching, and ability to guide student educational practice experiences. Practicum faculty members are also encouraged to teach other courses in the curriculum.

Practicum faculty members are expected to:

1. Participate in the development of practicum experiences which contain content and substance for the learning of practice skills
2. Maintain monthly contact with practicum supervisors and students
3. Share with students and practicum supervisors in ongoing assessment of student performance culminating in evaluation of student performance at mid-term and at the end of the semester
4. Be readily accessible to students and practicum supervisors
5. Serve as resource guides and professional models
6. Be constructively critical in sharing knowledge
7. Encourage a spirit of inquiry and critical analysis skills
8. Promote linkage of past experience with present learning
9. Provide guidelines by which to integrate theory and practice
10. Relate practicum learning within the broad context of social work education
11. Comply with the general and specific conditions enumerated in the Affiliation Agreement
12. Meet initially with students during the practicum orientation to get acquainted, establish expectations about communications and submission of monthly report and critical reflections, and respond to student concerns and questions

13. Meet with jointly students and supervisors five times during the fall and spring semester placements:
  - a. Within the first two weeks of the semester to get acquainted, and establish expectations;
  - b. Fall mid-term evaluation;
  - c. At fall evaluation; 4) Spring mid-term;
  - d. Spring final evaluation. In addition to these sessions, faculty may meet as requested at the agency site for conferences with students and supervisors to assist in resolving concerns about student practice performance
14. Assign the practicum grade

### **BSW Director of Field Education**

The BSW Director of Field Education is responsible for coordinating and administering the BSW Field Education Program and is expected to:

1. Participate in the design of practicum experiences which contain content and substance for the learning of practice skills
2. Be readily accessible to students, practicum supervisors, and practicum faculty as needed
3. Relate practicum learning within the broad context of social work education
4. Comply with the general and specific conditions enumerated in the Affiliation Agreement
5. Develop and maintain collaborative partnerships between social service agencies and the Kent School of Social Work
6. Screen and match students with practicum sites and practicum supervisors
7. Organize and conduct practicum orientation for students
8. Assist in organizing and conducting orientation and continuing educational programming for practicum supervisors
9. Work with practicum faculty to manage practicum related problems; engage in effective dispute resolution, negotiation, handling of confidential and other sensitive information
10. Maintain regular contact with BSW practicum faculty to develop, implement and monitor the field education program
11. Teach Practicum Seminar and Lab I and II courses
12. Communicate relevant concerns to faculty
13. Reassign students to other practicum sites when efforts to resolve concerns or severity of concerns warrant alternate placement or termination
14. Evaluate and approve agencies and supervisors which meet criteria for Practicum; when necessary work with agencies to develop accommodations needed for students and discontinue agencies use when warranted
15. Monitor the quality of practicum sites through student feedback and evaluations
16. Collaborate with practicum students and supervisors to address concerns through mediation and negotiation

## **The Academic and Professional Standards Review Committee**

The Academic and Professional Standards Review Committee for the BSW program consists of three Kent School faculty members, one of whom will be the chair. Academic reviews are chaired by assigned BSW faculty members. This committee is intended to serve in a problem-solving capacity and is not devised to be adversarial. The function of such a committee is to: (1) Review identified academic problems, including those from the field practicum, that cannot be resolved through informal channels with the parties involved; (2) Review concerns regarding student conduct that are contrary to the guidelines for professional conduct for social workers as specified in the Code of Ethics of the National Association of Social Workers; and (3) Recommend to the Dean's office a course of action that results from Committee deliberations with the student.

The BSW Program Manager will notify students via formal letters at the end of each semester if academic reviews are needed, based on their GPA. Students are then required to contact the BSW Director, so that a formal review committee can be formed. Apart from reviews based on GPA, any faculty person may recommend a review for any students perceived to be in academic difficulty or who appear to have engaged in inappropriate conduct in violation of the NASW Code of Ethics, or the Code of Students Rights and Responsibilities. Written referrals for review will be sent to the Director of the BSW program, who will forward the request to an assigned BSW faculty member. Referrals should indicate specific concerns.

The Chair will convene the committee, if possible, within 2 weeks after receiving the request for review. In establishing the time for the meeting, the Chair will indicate the nature of the specific concerns to the student. Present at the meeting should be the student and the committee. Faculty and other parties who may have pertinent information to share regarding the specific concern may be invited by the Chair to present that information. In cases where the field practicum is involved, the practicum supervisor may be invited to present information. These parties are external to the deliberation and will be present only to discuss their relevant information. After a discussion about the expressed concerns, the committee will continue to meet with the student to formulate possible remedies, if needed. Once the remedies are identified, the Committee will excuse the student and meet in closed session to formulate a recommendation to the Dean. The Chair will write a report of findings with a recommendation to the Dean's office within one week of the review. The Office of the Dean will notify the student and the faculty making the referral of any resulting decisions within one week of the committee recommendation. The School may choose to modify this process if the seriousness of the concern so indicates (e.g., the incarceration of a student for a serious crime) or with the approval of the student (e.g., use of part-time faculty to expedite hearing in absence of Full-Time faculty).

## **Practicum Orientation and Training for Practicum Supervisors**

Orientation sessions for practicum supervisors are conducted at the beginning of each academic year and serve to introduce practicum supervisors to the policies and educational expectations for students. Onsite and online offerings of orientation are provided.

Additional trainings may be offered to practicum supervisors periodically to enhance the educational supervisory skills of the practicum supervisors and to strengthen the relationships with faculty members.

A spring conference is conducted annually, at the end of each academic year as a day of appreciation and recognition of achievements in practicum. Often, the guest presenter for the day is a national or regional speaker who is particularly knowledgeable about field education.

All trainings include CEUs are provided free of charge to active practicum supervisors.

### **Forums for Practicum Supervisors**

Several times each year, brown bag forums are held for practicum supervisors. These informal sessions are held during the lunch period for one and one-half hours, usually at practicum agencies willing to host the session. All practicum supervisors are invited to participate and discuss any areas of interest related to the practicum education program and strategies for managing supervisory concerns. The Director of Field Education and/or the BSW Director of Field Education attend along with practicum faculty. CEUs are provided free of charge to active practicum supervisors.

### **Outstanding BSW Student in Practicum Award**

Each year, one BSW student is recognized for outstanding performance in BSW practicum. The selected student must have graduated the prior August or December, or be graduating in the current May ceremony to be eligible for this award. Other qualifying criteria include: 1) a GPA of 3.5 or above, 2) consistent demonstration of professional behavior (ethical behavior, timeliness with assignments, collegial interactions with other social workers/professionals, excellent work with clients/macro assignments, etc.), 3) demonstrated initiative and creativity, 4) demonstrated autonomy in practice.

A written nomination is prepared by practicum faculty and a student selected by vote of BSW practicum faculty. The student receives an individual plaque and his/her name is added to a master plaque displayed at the Kent School of Social Work. Award recipients are also posted on the Kent School BSW Practicum website for one year.

### **Outstanding Practicum Supervisor Award**

Each year, one supervisor is recognized as the outstanding practicum supervisor. This award is given in May as part of the annual spring conference for all Kent School practicum supervisors and the recipient is invited to speak. The criteria for this award includes that the supervisor: 1) prepares the agency for the incoming student, 2) structures an orientation for the student, 3) adjusts placement opportunities to accommodate the student's skills and comfort level initially, then encourages the student onward after the initial acclimation/fear phase, 4) is faithful in weekly, scheduled supervisory time and protects time to meet with the student, 5) makes time available for informal consultations with the student, 6) customizes learning opportunities to satisfy the student's interests in addition to what the agency needs, 7) demonstrates courage and honesty in giving feedback on the student's performance, 8) demonstrates skill in teaching

students, 9) provides service to the University of Louisville/Kent School/Practicum Education Program, 10) demonstrates creativity and innovation in practicum education, 11) has served as a Kent School practicum supervisor for a minimum of five years.

Written nominations are prepared and a supervisor is selected by vote of the BSW and MSSW practicum faculty. Award recipients receive a plaque and are recognized at the annual Spring Conference. Award recipients are also listed on the Kent School website at [BSW Practicum Website](#) and may be featured in the Kent Field Connections newsletter.

### **Lifetime Service Award**

The Practicum Supervisor Lifetime Service Award is given to social workers who have served as educational mentors of Kent School students in practicum for twenty-five or more years. It is an acknowledgement of the tremendous contribution made by practicum supervisors to the professional development of emerging social workers. Over such a period of time, supervisors have experienced several changes in the School's curriculum, changes in the Director of Field Education and Dean of the Kent School. Supervisors have adapted to the subsequent changing educational expectations for the practicum through those years, while sustaining their commitment to teach students. This award is presented at the annual Spring Conference. All supervisors who qualify are acknowledged in any given year; there are no limits to the number of times a supervisor can receive this award. Kent School extends deep appreciation to these individuals for their enormous length of service and commitment to the professional development of future social workers. For a listing of previous award recipients, go to [BSW Practicum Website](#).

## **PART THREE – PROCEDURES OF PRACTICUM ASSIGNMENT**

The procedure for obtaining a practicum placement is one of matching the needs and learning goals of students with learning opportunities provided by collaborating practicum agencies. Placement in areas of students' practice interests and geographical location will be accommodated if possible. Students should review the list of available community agencies posted in Blackboard Learn and the BSW Practicum Website.

### **Practicum Assignment Process**

1. Each spring semester, junior students entering practicum in the upcoming fall semester I view a pre-placement information presentation conducted by the BSW Director of Field Education outlining the practicum assignment process (available in the BSW Field Education Blackboard Site) and the BSW Practicum Agency Roster (available in the BSW Field Education Blackboard Site and the BSW Field Education Website).
2. Students complete practicum applications and submit in and an updated resume by the designated deadline in the spring semester prior to the senior year.
3. The BSW Director of Field Education reviews applications and schedules pre-assignment conferences with students to discuss potential concerns and placement options. Agencies will be selected which most appear able to meet students' learning needs and interests.
4. The BSW Director of Field Education will make initial contact with prospective agencies to ensure they are open to accepting students. Students will then be notified in writing of contact information for one to three prospective agencies. Students are not to initiate contact with any agency to discuss practicum or attempt to arrange practicum. All arrangements must go through the Field Education Office. Practicum supervisors will also be notified of pending student contacts requesting interviews.
5. Students then schedule placement interviews with practicum supervisors by a specified date. This allows students and practicum supervisors to determine the suitability of matches. Students and practicum supervisors complete practicum confirmation forms indicating their respective placement decisions by specified dates. If either party declines the placement, the BSW Director of Field Education will notify students of further options and the process repeats.

Negotiating the interview process for a practicum placement is an important component of completing practicum requirements. Students unable to successfully secure a placement after several interviews will meet with the BSW Director of Field Education to discuss concerns, may be referred to the Career Development Center, and/or may be referred for an Academic and Professional Standards Review before additional referrals to agencies are made to clarify what support students need to succeed and to develop a plan of action.

6. Students are to notify practicum supervisors of their acceptance or decline of practicum sites.
7. Confirmation letters advising of finalized practicum assignments will be emailed to students and practicum supervisors within a week of receipt of the acceptance by both parties and reminders and other pertinent information will be mailed approximately 4 weeks prior to the beginning of the fall semester.
8. One month prior to the fall semester, students are to contact practicum supervisors to determine if background checks, health screenings, or immunizations are required before beginning practicum; establish start dates and initial schedules.
9. Students are to submit proof of liability insurance via mail, fax, or hand delivery to the BSW Director of Field Education by August 1<sup>st</sup>.
10. Once practicum assignments are confirmed, students remain in the practicum agency for the academic year.

### **Practicum On-the-Job**

A request for an on job practicum must be made at the time of application for practicum. In order to request such placement, students must be employed a minimum of six months prior to the start of the practicum semester. The educational objectives remain the same for the on job practicum as for other practicum. Requests will be carefully reviewed by the BSW Director of Field Education.

Students who begin a new job may not count the job as a practicum, even when the new job begins about the same time as the start of the semester. The role of employees and the role of students must remain separate to protect the student in the role as learner and the student in their role as an employee separately.

Some of the major educational objectives for practicum education are concerned with the students' exposure and response to agency structure and process as well as to clients. An on-job practicum must include a change within the agency where students are currently working. Assignment to a different unit and/or a significant change in the roles and functions of the students are essential, to meet the educational requirements. To protect clients and to further protect the boundaries between employee and student roles, it is expected that clients served by students when in the employee role will not be the same clients served by students when in the student role.

This policy offers time management support to students who must work during their academic career and whose employer offers sufficient types of services and personnel who are qualified to serve as practicum supervisors. However, students' and employers' commitment to separate roles of the employee and of the student is critical. It is understood that students may not simply change jobs/positions within their work setting as a way to satisfy the practicum requirement. Instead, students may plan for a change in responsibilities for the weekly 16

hours of practicum while retaining their regular duties for the balance of their work week hours.

### **Guidelines for Requesting an on job practicum**

Students requesting practicum placement within their current place of employment must complete the following:

1. Submit a completed Proposal for an On Job Form which requires the following information
  - a. The student's job status (temporary or permanent)
  - b. The student's regular hours and days of employment
  - c. The student's start date of employment
  - d. A brief description of the primary responsibilities of the student's current job, including the particular program/department/unit area where the student works.
  - e. A request for a practicum which would differ from the present job in scope and content and which would meet the educational objectives of the generalist social work practicum. It is important the clients served are different when the student is in regular employee role from the student and when in the practicum role, to avoid confusion by the clients and colleagues and potential conflicts of interest.
  - f. The student's work schedule and the proposed practicum schedule. For further distinction between regular employment and the practicum experience, separate schedules should set aside certain blocks of time for each activity. To provide for a greater continuity of experience, it is expected that four hours will be the minimum block of time devoted to on-job practicum activity.
  - g. In no case may the work supervisor and the practicum supervisor be the same person. It is also preferred the practicum supervisor is not a co-worker, nor close friend of the student. The practicum supervisor must have BSW, MSW, or MSSW degree from an accredited school of social work, a minimum of two years, post-bachelors or masters, full time social work experience, and have been working in the agency at least one year. Personnel with degrees in related disciplines have been trained in different methods and with different values and are not obligated to abide by the NASW Code of Ethics and so are not appropriate to mentor social work students as practicum supervisors.
2. Attach a copy of the proposed practicum supervisor's updated resume.
3. Obtain signatures of the work supervisor or administrator, the proposed practicum supervisor and the student, including phone numbers, email addresses and office addresses for the work supervisor and the practicum supervisor.
4. Submit the Proposal for an On Job Practicum form and accompanying documents to the BSW Director of Field Education.
5. Students and practicum supervisors will receive written notification of a determination or if additional information or adjustment is needed in the proposal.

It is understood by signing the completing the Proposal for an On Job Practicum form, administrators/work supervisors affirm their support of students doing an on-job practicum. As such, work supervisors will ensure students are protected during practicum hours from being pulled away from practicum activities to attend to regular/crisis job duties. It is particularly helpful to the success of on-job practicum if students can be physically located on a different office/floor/building for the practicum assignments than for their regular work responsibilities. This helps to establish clear boundaries and to assist co-workers and clients in differentiating between student roles and employee roles. The On Job Proposal form is available on the Practicum Blackboard site and the BSW Field Education Website.

### **Practicum Reassignment**

Practicum is distinct from most other university courses in that practicum in the community entails not only educational objectives for students and faculty, but also professional responsibilities to clients, social agencies, and the community. When students engage clients and assume service responsibilities, there are ongoing professional, educational, ethical responsibilities and courtesies to be considered. Considerable time and effort are spent on the part of faculty and practicum supervisors to plan and deliver meaningful practicum experiences. For these reasons, it is a serious matter to terminate a practicum placement during the semester. Reassignment is the exception, not the norm. Every effort will be made to resolve concerns, before reassignment is considered.

It is important to identify and respond quickly to the concerns of and performance problems of students and concerns of practicum supervisors particularly those of a serious nature. Among students' responsibilities to their education is the responsibility to utilize ongoing feedback from their faculty and practicum supervisors. Practicum poses a special challenge to evaluation because it involves experiences away from the School, under the supervision of agency professionals, and within the context of community practice. It demands rigorous supervision and scrutiny because of the work involved with clients, and the potential for a large impact from work done in macro activities.

Most students deal quite well with personal struggles and problems of daily life. However, when personal problems impair performance and professional behavior to the extent that client obligations are not met appropriately or administrative assignments are not handled well, faculty and practicum supervisors have the responsibility to intervene.

Various kinds of limitations and external demands may impair the performance of students. Some may be challenged by circumstantial limitations such as lack of transportation, financial problems, part-time employment, commuting difficulties, etc. Others may be challenged by more chronic or long-term situations such as a language barrier, a physical disability or chronic illness, etc. These students may perform very well, given the opportunity and appropriate support. Faculty and practicum supervisors have the responsibility to intervene when these limitations and demands compromise student performance in practicum.

Personal or emotional problems of a more serious nature can present great difficulty. These problems may include serious physical illness or psychological impairment, life crisis, serious

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legal offense, serious addiction, personal instability or unsuitability for the profession. These may be evidenced behaviorally by inappropriate or unethical behavior, excessive absences, noncompliance with agency policy, or competence and skill deficits. Fortunately, serious ethical violations or breaches of integrity are rare. Most common performance problems are the result of deficits in competence, understanding, or excessive absences.

These problems usually present an interrelated set of concerns, which require monitoring, communication, and professional judgment on the part of practicum faculty and practicum supervisors. The concerns are: the rights of clients to adequate service and professional care, the agency expectations for results of macro assignments, the educational needs of students, the “gate-keeper” role of the university and the professional community, and the provision of corrective and support services for students. Practicum faculty, practicum supervisors, and other classroom faculty who have an educational interest or involvement with students have the right and responsibility to discuss students’ practicum and classroom performance in the execution of their educational duties.

#### Request for Change Initiated by Students

Students requesting a change in placement for any reason must first discuss concerns with their practicum supervisor and negotiate for any changes desired within the agency. It is good professional practice to explore concerns with supervisors and to seek to understand supervisors’ perspectives on matters. It is recommended students consult with practicum faculty for guidance and suggestions on this process. Learning to problem solve, negotiate and forge working relationships are integral to the practicum experience. Practicum faculty will discuss the situation with practicum supervisors and students. Any new agreements established through these discussions should be documented and copies given to all parties.

Any change in practicum placement offers an opportunity for reflection and planning. Every effort must be made by all concerned to resolve any concerns, as continuity and problem-resolution are given high priority in making the decision to change practicum sites. The BSW Director of Field Education will initiate the change of practicum agency if necessary. The decision to place students in another agency is partially dependent on the availability of an appropriate practicum setting. Students should submit any outstanding Monthly Reports, which records all time completed in the first practicum to the last day active, and any other documentation supporting students’ efforts to resolve concerns. Practicum supervisors should also prepare a written statement evaluating students’ performance and any concerns. Practicum faculty should prepare a written statement describing the issues involved, the efforts made by each party involved to address the issues, recommendation for approval or denial of students’ requests and decision to credit or not credit the practicum hours accumulated to date, and grade assignment if applicable. The Field Education office will issue a final statement detailing decisions and copies will be sent to the student, practicum supervisor, and practicum faculty.

#### Request for Change Initiated by Practicum Supervisors

When students are not able to successfully complete an action plan or the seriousness of the situation is such that removal from the practicum agency is warranted, the BSW Director of Field Education will have the responsibility to work with students regarding the issues and establish conditions for a return to practicum.

Agencies with experienced practicum supervisors will be identified for students to interview. Information from the previous practicum will be shared with prospective practicum supervisors. Practicum faculty will work with students and new supervisors to create educational plans. Students will be closely monitored in new practicum assignment.

It is possible the process of securing a new practicum placement may take several weeks which may impact students' work in Practicum Seminar and Lab and Practice courses. This may also necessitate students receive a grade of "Incomplete" for the semester due to the additional time needed to obtain a new practicum, thereby extending the practicum into the next semester.

Students may be required to start over from the beginning in a new setting or negotiate an appropriate number of hours to complete the semester in a new setting. This is required in order to provide students with a practicum experience, long enough for completion of the required assignments and the attainment of educational objectives. Students will also be required to write new educational plans specific to the new practicum setting.

The required hours for one practicum course must be completed before starting the next practicum course. Students who change placements during the fall semester must satisfactorily complete that practicum course prior to the start of the spring semester practicum course. Students with a grade of "Incomplete" may not begin Practicum Seminar and Lab II, Practice II or Practicum II in the spring semester unless all fall course work is completed for those two classes by the start of the spring semester.

Any change in practicum placement offers an opportunity for reflection and planning. Every effort must be made by all concerned to resolve any concerns, as continuity and problem-resolution are given high priority in making the decision to change practicum sites. The BSW Director of Field Education will initiate the change of practicum agency if necessary. Students should submit any outstanding Monthly Reports, which records all time completed in the first practicum to the last day active, and any other documentation supporting students' efforts to resolve concerns. Practicum supervisors should also prepare a written statement evaluating students' performance and any concerns. Practicum faculty should prepare a written statement describing the issues involved, the efforts made by each party involved to address the issues, recommendation for approval or denial of students' requests and decision to credit or not credit the practicum hours accumulated to date, and grade assignment if applicable. The Field Education office will issue a final statement detailing decisions and copies will be sent to the student, practicum supervisor, and practicum faculty.

#### No Fault Reassignment of Practicum

At times students may be required to undergo a practicum reassignment due to extenuating circumstances beyond students', practicum supervisors' or practicum agencies' control. Examples of such circumstances include extended/serious illness of practicum supervisors, or extended unplanned absence of the student, practicum supervisor's departure from the agency, etc. In the event practicum supervisors terminate employment during the practicum, it is expected practicum supervisors will explore possible options for a qualified supervisor within the agency to continue supervision in order to maintain the practicum, and make recommendations to the BSW Director of Field Education who will determine the eligibility of the proposed replacement supervisor. It is expected practicum supervisors will notify Practicum Faculty or the BSW Director of Field Education as soon as possible that the practicum must be terminated. If no options exist, the BSW Director of Field Education will work closely with students to secure another practicum assignment as quickly as possible.

Students should submit all Monthly Reports, assignments and evaluations if applicable to the Practicum Faculty. Practicum supervisors should write a statement regarding students' performance, and verify hours completed or complete a mid-term or final evaluation if appropriate. Completed practicum hours may be credited toward the number of hours to be completed in the second placement. Students may be required to complete additional hours in the new practicum placement if it is determined the hours are needed to ensure there is sufficient time for acclimation to the agency and the completion of educational plans to demonstrate social work competencies. Students will also be required to write new educational plans specific to the new practicum setting. The Field Education Office will collaborate with the new practicum supervisor and practicum faculty to determine the hours needed and issue a final statement detailing decisions. Copies will be sent to the student, practicum supervisor, and practicum faculty.

### **Re-Entry to Practicum after Withdrawal/Termination**

Students who withdraw from or are terminated from practicum following substantial performance problems as noted by practicum faculty will not be allowed to enroll in practicum in the following semester or year without special review and permission of the BSW Director of Field Education. The usual procedure will be for students to take time off from practicum to address underlying concerns which impair their performance, such as knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. as noted by practicum faculty or the BSW Director of Field Education. Growth and development in these areas may require additional work and life experience, personal counseling or therapy, circumstantial changes which enhance a student's stability, and remedial learning experiences. The review criteria will focus on the likelihood of successful performance in the practicum course based on criteria such as: nature and severity of the performance problem, ability to integrate the content and develop the skills required in practicum, students' motivation toward corrective action, judgment of the students' ability to hear and use feedback constructively, availability and use of educational, career advising, and therapeutic resources.

When students withdraw from practicum for performance problems, students must initiate requests in writing to reenter practicum. In most cases, students will be expected to take at least a semester to address their educational needs and performance problems. If students are readmitted to practicum after significant performance problems have occurred, information from practicum faculty and the prior practicum agency documenting the problem areas, suggested corrective actions, etc. as noted above, will be shared on a “need to know” basis with prospective practicum agencies and supervisors. This policy has the dual purpose of protecting the well-being of the agency and its client population as well as assuring students’ adequate opportunities and resources to improve performance.

In initiating the request for reentry, students will be expected to document their efforts towards growth and change, which support the likelihood of satisfactory performance in the practicum. The BSW Director of Field Education will conduct a review and, with the option to consult other faculty, and will make the decision. Since this is a major decision, which affects students’ ability to complete the BSW program, students may request the Professional Standards Review Committee to reconsider a decision of denial by the BSW Director of Field Education. A decision of denial by the Professional Standards Committee may be appealed to the Dean for of the Kent School of Social Work.

## **PART FOUR – GENERAL PRACTICUM EDUCATION POLICIES AND GUIDELINES**

### **Attendance in Practicum**

#### **Practicum Hours**

Students are expected to complete a minimum of 16 clock hours per week in practicum for a total of 225 hours per semester and a cumulative total of 450 hours for the academic school year. Students are required to schedule blocks of time no less than 4 hours at a time. Students must spend at least 50% of the time in practicum engaged in direct practice activities to ensure a well-balanced learning experience. Students remain in the same practicum site for the entire practicum experience.

Students acquiring more than the minimum amount of hours (225 hours) prior to the end of the semester, may not stop attending practicum until the end of the semester. This ensures students have experiences to bring into the classroom to maximize continued learning. After the official end of the fall semester (see the practicum calendar in the Appendix section), and 225 practicum hours have been documented, required assignments have been submitted and the final evaluation completed, students may then negotiate with practicum supervisors and practicum faculty to continue practicum activities during the semester break. To facilitate this credit, two December reports should be submitted. The first December Practicum Report should be used to document hours for the fall semester, and the second December Practicum Report should be used to document hours for the spring semester.

### **Holidays Observance**

Students may observe official University holidays occurring during practicum with the understanding students are to notify practicum supervisors in advance of planned holiday observance if the agency remains open for the holiday and arrange for coverage of their clients when they will be absent from practicum. Students are required to complete the total hours for each semester regardless of holidays. Students continuing to work during semester breaks will remain protected under the student liability insurance coverage as long as students are performing activities required for practicum.

### **Semester Breaks**

Students may observe official University breaks with the understanding students advise practicum supervisors in advance of planned absence and arrange coverage for client cases. Students continuing to work during semester breaks remain protected under the student liability insurance coverage as long as students are performing activities required for practicum. Students should plan carefully to ensure the required hours are completed by the end of the semester. Students continuing to work during breaks may not use the accrued hours to finish practicum early. Students may negotiate for reduced hours; however, practicum supervisors and practicum faculty reserve the right to decline if there are concerns with student performance or learning will be compromised in some way.

### **Absence Due to Illness/Personal Emergency**

Students missing practicum due to illness or personal emergency should notify practicum supervisors as soon as possible of the absence. Students missing more than two consecutive days due to extended illness, death in the family, etc. should also notify practicum faculty as well. Students should plan a schedule to make up the missed hours upon return to practicum.

### **Inclement Weather**

During periods of inclement weather, students should make every effort to report to their agency as long as the agency remains open. If students determine conditions are too dangerous and they cannot get to the agency, and the agency remains open, practicum supervisors should be notified. Students should plan a schedule to make up the missed hours upon return to practicum.

### **Jury Duty**

Students called to jury duty must notify practicum supervisors and practicum faculty of the dates they will be on jury duty. Students need to plan carefully for client coverage during this absence. Students should plan a schedule to make up missed hours upon return to practicum.

### **Military Duty**

Students called to active military duty should notify practicum supervisors and practicum faculty immediately. Official University of Louisville policy and guidelines should be followed to protect students' academic status. Time lost in practicum will need to be made up and may require a repeat of the practicum semester. (See [UofL Student Military Leave Webpage](#).)

**Other Absences:**

Students attending meetings, conferences, and workshops relevant to the practicum during practicum hours should confer with practicum supervisors and practicum faculty as to whether the time can count towards practicum hours or must be made up. Decisions are made on a case by case basis. Expenses related to attendance at conferences are the responsibility of students and/or agencies. Students may seek assistance for conference/workshop registration fee from the Kent School Student Association (KSSA) or the University's Student Government Association. Kent School is unable to provide such funds for such student attend workshops and conferences.

**International Exchange Program**

Students participating in the Kent School International Exchange Program involving a trip to another country and requiring an absence from practicum must make up the time missed in practicum. No clock hour credit is given towards the total required practicum hours for students participating in independent study courses. Students must notify practicum supervisors and practicum faculty as soon as possible to plan for coverage of client caseloads and assignments during the absence, and a schedule to make up the missed hours.

**Service Learning Trips**

Students participating in service learning trips requiring absence from practicum must make up the time missed in practicum. No clock hour credit is given towards the total required practicum hours. Students must notify practicum supervisors and practicum faculty as soon as possible to plan for coverage of client caseloads and assignments during the absence, and schedule to make up the missed hours.

**Travel**

Time spent traveling on agency business i.e. home visits, community meetings may be counted toward practicum hours. Time spent traveling from home to practicum and from practicum to home is not eligible to be counted towards practicum hours.

**Audio and/or Video Taping**

Students are encouraged to use audio and/or video tape interventions with clients as a way to review practice skills. These tapings may be used only for self-review and shared with practicum supervisors for feedback and consultation. Once reviewed, tapings must be immediately erased and may not be used for any purpose other than students' education and professional development. Students must first obtain written permission of clients before taping any sessions. Agencies may already have their own Release of Information – Permission to Video/Audio Tape Record and in such cases students should abide by agency policies and utilize the standard documentation. A sample permission form is located in the BSW Practicum Blackboard Sites. .

## **Blackboard Learn**

All forms and important practicum information will be posted by practicum faculty on Blackboard Learn. When information and announcements are posted, students will be notified via University email. It is expected students will check Blackboard Learn for announcements several times a week to ensure they have all update to date information.

## **Commitment to Professional Social Work Practice**

The educational context at the Kent School has been established to affirm diversity. It is expected that students will operate under the direction of the NASW Code of Ethics, which students have already agreed to in accepting admission to Kent School and signing a pledge to do so. Students are also governed by the Student Code of Conduct and Policies of the University of Louisville, including any practicum or placement in which they may participate. The school reserves the right to discipline any student who violates these governance documents in the course of student practicum placement as well as the right to withdraw students from placements that do not honor our affirmation to diversity, ethical professional standards, and these practices."

## **Confidentiality**

Protecting client confidentiality is of utmost importance. Students shall not discuss client information within the agency except for the purpose of advocating for clients or participating in supervision. Students shall not discuss client information outside the agency except for the purpose of furthering education through discussion with practicum faculty and participation in classes. For both class discussion and written assignments, students shall protect clients' identifying information by using initials or assigning pseudo identities. Breaching client confidentiality is a serious offense violating the Social Work Code of Ethics and can result in termination from practicum.

## **Disabilities**

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. Students with a disability and requiring accommodation to participate and complete requirements for this practicum course, should notify practicum faculty immediately and contact the Disability Resource Center (Stevenson Hall, 502-852-6938) for accommodations required in practicum. A letter from the Disability Resource Center must be sent to the BSW Director of Field Education advising of required accommodations.

## **Educational Plan**

Students entering practicum come with their own unique life experiences, work experiences and previous educational and training experiences as well as their own reasons for choosing the selected practicum agency. Each practicum agency also has its own unique mission, programs, service delivery and accountability requirements.

The Council on Social Work's Educational Policy and Accreditation Standards indicate ten core social work competencies with specific practice behaviors which all students must demonstrate

before completing BSW programs. A list of the competencies and associated practice behavior is provided in the Appendix of this handbook and on the Educational Plan and Final Performance Evaluation Form. In recognizing that students have special interests in developing specific skills and/or understanding particular programs have educational opportunities specific their agency, students develop customized learning activities for each competency, in collaboration with their practicum supervisors and practicum faculty, which will enhance professional social work practice and have distinctive meaning for students.

In the first four weeks of the practicum semester, students should collaborate with practicum supervisors to prepare educational plans. Practicum faculty will review drafts and provide recommendations for adjustments, if any. The completed revisions should be submitted with signatures no later than the deadline indicated on the practicum calendar and practicum course syllabus. The focus of educational plan should be on maximizing students' learning rather than on individual tasks assigned. Educational plans should be reviewed for progress periodically during supervision and utilized at the time of each evaluation. It is understood that unpredictable circumstances within the agency and/or community may occur, which would postpone or prevent students from satisfying all of their planned learning tasks; however, every effort should be made to make adjustments in learning tasks so that all competencies may be demonstrated by the end of the practicum experience.

Students completing the fall semester practicum may successfully complete some learning activities but may need to continue some learning activities into the spring semester. Students should write new objectives for the spring semester to take advantage of new practice opportunities and to further their professional growth.

**When writing learning activities for the Educational Plan, use the following guidelines:**

1. Utilize the template provided in Blackboard Learn and BSW Practicum Website.
2. Learning activities should be written to address each Social Work Competency. In some instances, learning activities may apply to more than one competency. Individual learning activities do not have to be written for each individual practice behavior as long the learning activities written for a competency encompass all the practice behaviors.
2. Learning activities should be realistic, in that they can be accomplished within the time frame of the practicum, availability of resources (including personnel, facilities, and materials), and the abilities of the student.
3. Learning activities should be developmental in nature. They should evolve as students' abilities evolve.
4. Micro, mezzo, and macro learning activities should be written across the educational plans.
5. The following list consists of ideas for learning activities which can be included in the educational plan for students to meet program and personal learning objectives. Please note: this is not an all- inclusive list. Additionally these activities may be observed, co-worked with staff, and then completed independently with supervision.

- Assist with program evaluations
- Assist staff with research, preparation of, and writing grant applications
- Attend board meetings
- Attend community meetings addressing issues of concern for client populations
- Attend/participate in staff meetings
- Attend professional development, in services, workshops, conferences, etc.
- Collect data for agency outcome studies
- Complete bio-psycho-social and social histories of clients
- Conduct case management activities
- Complete intake assessments
- Complete process recordings
- Conduct home visits
- Conduct literature reviews on practice methods or issues
- Conduct training
- Construct and analyze Eco-maps and Genograms of clients
- Develop goals and objectives with clients
- Develop service/treatment plans
- Document client contacts
- Evaluate practice
- Facilitate/co-facilitate psycho-educational groups
- Observe/co-conduct/conduct interviews individuals, families, and groups
- Participate in advocacy activities at the local, state, or national level
- Participate in community organizing activities
- Participate in peer reviews
- Participate in program planning
- Participate on quality assurance and process improvement teams
- Prepare briefs
- Present a case at a case staffing or team meeting
- Represent the agency at community fairs and other public events
- Review agency policy and procedures
- Serve on agency or community committees
- Shadow multidisciplinary staff
- Update/compile community resource information
- Visit community agencies

6. Learning activities should be measurable. Examples of measurable include:

- Development/implementation of a support group
  - Number of clients
  - Number of assessments to be completed
  - Number of meetings to attend
  - Workshop planned and presented
  - Presentation prepared and conducted
  - Finished product i.e. written report, training module, manual, resource list, etc.
7. Learning activities should include a method of evaluation, the way in which supervisors will monitor student performance. The following is a non-inclusive list of evaluation methods:
- Case presentation analysis
  - Conjoint work with supervisors
  - Evaluations from trainings
  - Observation
  - Process recording analysis
  - Review of documentation
  - Review of written reports or reflections
  - Role plays
  - Video/Audio analysis
8. Learning activities should include timeframes for completion. Learning activities must be written for the current semester, not the entire year. Examples include:
- In each supervision meeting
  - By October 30<sup>th</sup>
  - By the end of the semester
9. Learning activities must be written in complete sentences. The formula to use in writing the learning activities is as follows: **I will + (activity) + (frequency) + (method of evaluation) + by (end date/time)**. The structure of the sentence may vary but all the elements must be present.
10. A draft should be typed and posted to Blackboard Learn by the due date in the syllabus. Practicum Faculty will provide feedback before final copies are signed by students and practicum supervisors before submitted to Practicum Faculty.
11. Significant changes to educational plans once approved must be completed in writing and signed off by students, supervisors and practicum faculty.
12. Students should email practicum supervisors a copy of the Educational Plan form as it will be used for completing the final evaluation at the end of the semester.

(See the Appendix section of this handbook for examples of learning activities for educational plans. Students should not be restricted by the examples. Draft educational objectives according to agency opportunities and student interest.)

## Email

The official electronic method of communication is the University email. Practicum Faculty periodically send important information which may also be time sensitive. It is students' responsibility to check University email accounts frequently. Failure to receive or respond to an email due to failure to read email will not be an accepted excuse for missing a deadline or responding to a request or announcement.

## Expenses

Students are responsible for all personal expenses incurred while in practicum. Costs incurred while completing required practicum agency assignments should be reimbursed or paid by agencies. Students should request instruction on procedures from practicum supervisors. Agencies should provide mileage reimbursement to students as they do agency staff.

## Grades

Grade assignment for the practicum is on a "Pass", "Fail", or "Incomplete" basis. The Pass is earned based on points systems. The point system is detailed in the practicum syllabus. A grade of "Incomplete" will be issued regardless of points earned if all assignments have not been satisfactorily completed and submitted. A grade of "Fail" will be issued regardless of points earned if the Final Evaluation consists of at least 20% ratings of Emerging or Not Yet Demonstrated Competence.

Students receiving a grade of "Incomplete" for the fall semester of practicum must complete the requirements for that course including hours and course assignments, and any agreed upon expectations in a written action plan before the first day of the spring semester. Students not completing the requirements may have to postpone the second semester of practicum and concurrent practice course for the spring semester of the following year. In these cases, students must complete the practicum course requirements by the last day of the spring semester or their "Incomplete" grade will automatically turn into a "Fail" grade, in accordance with University of Louisville policy.

Students receiving a grade of "Incomplete" for the spring semester of a practicum must satisfy the requirements for that course by the last day of the summer semester.

Students who earn a grade of "Fail" for Practicum and/or Practicum Seminar and Lab courses will be referred to the Academic and Professional Standards Committee. The "Fail" will be averaged into the cumulative GPA. If the committee recommends students repeat the practicum and practicum seminar and lab course, a repeat form must be completed by the student with her/his advisor to activate this option. Students may repeat to replace a

maximum of four (4) courses with grades of F, D, or C. Students should be aware that all grades are displayed on the official transcript even after the repeat.

## **Grievances**

Students in disagreement with decisions of practicum faculty may contact the BSW Director of Field Education and the Director of the BSW Program for consultation. Students may then write a letter of appeal to the Dean of the Kent School, Terry Singer at [tsinger@louisville.edu](mailto:tsinger@louisville.edu). If concerns continue, students may seek additional support and guidance by contacting the Office of the Dean of Students at 502-852-5787.

## **Identification of Status**

In accordance with the NASW Code of Ethics, students must ensure informed consent for all individuals served. Students should identify their status as students to clients, colleagues, and in agency records and correspondence. Students are encouraged to discuss with supervisors how to explain their status and role with clients and agency staff.

## **Orientation to the Agency and Schedule Plan**

In anticipation of students' arrival, it is recommended that orientation plans be structured and presented to students their first day in practicum and further negotiated from there. A proposed plan is provided in the Appendix section of this handbook which covers significant topics common to all practicum and sequenced in a developmental pattern. See Orientation to the Agency and Schedule Plan. It is expected that agencies will customize their orientation for students to incorporate features relevant to their practicum setting.

## **Orientation to Practicum**

Prior to the start of practicum in the fall semester, the Field Education Office conducts an orientation session for students entering practicum. The session covers an overview to practicum; issues related to readiness for practicum, the policies related to practicum; roles of students, practicum supervisors, and practicum faculty; educational expectations; assignments; and safety in the practicum setting. Students will meet with practicum faculty. Student attendance at orientation is mandatory.

## **Performance Evaluations**

Evaluation of student performance in practicum education is viewed as a process rather than an isolated event at the terminal point of the practicum. As a process, the evaluation of student performance should be an integral part of the ongoing and continuous operations of practicum education. Participation by students in the evaluation process is required and affords particularly vital opportunities for student development of self-awareness and the ability to view professional performance objectively.

The purpose of the student performance evaluations is for students, agency practicum supervisors and practicum faculty to:

1. Assess student progress in achieving the stated goals

2. Provide Kent School with appropriate information about student performance and serve as a basis for student grades in the practicum course
3. Enable students, practicum supervisors and practicum faculty to collaborate in educational planning and assessment of student performance
4. Enable students, practicum supervisors and practicum faculty, to assess student performance as a guide for future teaching and learning opportunities and experiences.

### Evaluation Procedures of Student Performance in Practicum

Assessments are made at mid-term and the end of the semester for both semesters.

The Performance Evaluation of student competencies is to be completed by students and Practicum supervisors. Students should initiate completing the evaluation by first conducting a self-evaluation by documenting evidence of mastery of the social work competencies and identifying areas for development using the template for Reflection on Practice, and then submitting the document to practicum supervisors at least a week before the final consultation visit by practicum faculty. The template is available in the Practicum Blackboard sites and the BSW Practicum Website. It is expected task supervisors responsible for supervising student activities will be consulted. For each competency Practicum supervisors should assign a rating for each practice behavior. The ratings should be considered in terms of BSW level practice. Students and practicum supervisors should meet to discuss the completed evaluation prior to the visit by practicum Faculty. Practicum faculty will retain the original document which becomes part of students' permanent records at Kent School. Practicum supervisors and students are encouraged to retain copies of evaluations.

Please Note: A Final Evaluation which of 30% of No Basis for Rating, Competency Not Yet Demonstrated, and Emerging Competency ratings will require an extended practicum or result in a grade of Fail at the discretion of practicum faculty.

Students should email a copy of the Approved Educational Plan/Final Performance Evaluation document to practicum supervisors so the final evaluation can be documented on the same document.

### **Personal Health and Injury**

In the event of an injury or health concern while working in practicum, students are responsible for immediately reporting to the practicum supervisor or his/her designee in case an incident report must be completed. It is recommended students seek appropriate medical attention as soon as possible. Students are solely responsible for seeking and meeting financial obligations for medical treatment required.

### **Practicum Course Credit**

Academic course credit for the practicum (SW 470 6 hours and SW 471 6 hours) is earned only when the practicum has been satisfactorily completed. Students who withdraw from practicum do not earn any credit--either in terms of clock hours or course credit hours--for any time spent

in the placement, just as students who withdraw from other courses do not earn any credit for the hours they have attended class. Under exceptional circumstances, when students are transferred from one placement setting to another the number of clock hours, if any, credited for the initial placement is determined by the BSW Director of Field Education. Credit for such hours is not to be routinely expected by students. Practicum Faculty and the subsequent agency may be willing to allow this credit and accept a transferred student for fewer than the number of clock hours typically required, but are not obliged to do so. Students transferring from one placement agency to another may be required to complete additional hours, beyond the minimum total practicum hours required, to gain an orientation to the new agency and complete educational plans.

### **Problem Resolution**

The purpose of these guidelines is to assist students, practicum supervisors and practicum faculty in developing equitable resolution to problems or concerns. Problems which cannot be resolved through informal channels in the Field Education Program may be referred to the Academic and Professional Standards Review Committee.

1. While all students should have ongoing supervisory review and consultation, early recognition and feedback of serious performance problems are especially important. Practicum supervisors and practicum faculty should communicate their observations and concerns to each other as soon as they are identified. Students, as well as clients, are better served by early recognition of significant performance problems. Practicum supervisors and practicum faculty are in positions to detect concerns, and each have the responsibility to initiate communication with each other. Practicum supervisors usually become aware of student concerns first and should initiate contact with practicum faculty concerning students at this time. Experience with problem situations indicate that early consultation, even if it seems premature, offers an increased possibility of a more complete, favorable resolution of the situation. Together, practicum supervisors and practicum faculty can explore all facets of concerns and seek a consensus of understanding.
2. If in doubt as to whether a particular concern is serious or major and merits particular attention, practicum supervisors and practicum faculty should consult with each other. There is sufficient program flexibility and resources within the university and the community to give students time and support to deal with personal problems which affect their education. Career and psychological counseling, additional work or life experience, reconsideration of career goals, etc. all may be part of a response to these problems.
3. When students perform poorly in placement, the treatment and service needs of clients, and/or the needs of the agency for critical administrative products (i.e. grants) or community assignments, become the higher priority. In these situations, practicum supervisors and practicum faculty should act to protect the needs of clients and agencies to ensure appropriate service activities.

4. Practicum faculty and practicum supervisors need not, and should not, be therapists to students. Practicum education does not permit automatic access to students' private lives or personal problems. Practicum faculty and practicum supervisors should expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially, to bring to the attention of students serious performance deficits. At that point, students may voluntarily share personal information to explain or rationalize their poor performance. It is important that this personal information be treated confidentially and that students be provided with guidance, resource information, and concerned support. At the same time, students may need to be relieved of client responsibilities, based on the collective judgment of practicum supervisors and practicum faculty. It is not unlike the response of a staff supervisor in recognizing an employee's performance deficits and referring to an employee assistance program. Referral to practicum faculty and/or, faculty advisors should ensure proper referral to campus and community resources. Consideration for suspension of practicum may be given if a short break may benefit the student to address personal concerns or allow time for reflection on the situation.
5. Students, practicum supervisors and practicum faculty should meet to develop written Action Plans for students to foster development to meet to the standard of performance. Deadlines should be established for demonstration of the desired behavioral changes along with a notation that failure to demonstrate sufficient improvement may result in a failing grade in the practicum course. Students, practicum supervisors and practicum faculty should all sign and date Action Plans. Copies of the Action Plans should be given to students and practicum supervisors. Practicum faculty should retain original documents for attachment to students' practicum evaluations. The template for the Action Plan can be found in the Forms section of the [BSW Practicum Website](#).

In some instances, students may be required to complete additional assignments such as a reflection paper to demonstrate an understanding of the problem and the plan to remediate the situation, and or additional practice assignments to demonstrate particular skills needed to satisfy the educational expectations of practicum. Students may also be given a grade of "Incomplete" for the semester to allow more time for demonstration of satisfactory progress in practicum. Other strategies may include daily or weekly activity/time reports, process recordings, modified educational plans, and consultation with counselors or other professionals. Any written papers should follow the APA style. If students do not meet the requirements, a failing grade is earned.

Documentation of student progress can be assessed using the following tools:

- Direct observation of skills
- Video and/or audio tapes
- Client records
- Process recordings
- Feedback from other agency staff or other professionals

- Written work, following the APA style
- Use of supervision

6. On the agreed upon date, students, practicum supervisors, and practicum faculty should meet to evaluate student progress in terms of the Action Plan. At that time a decision should be made whether the practicum should proceed without further action, if further adjustments are needed to educational plans or if termination of practicum is warranted. The Action Plan Evaluation should be completed and signed by students, practicum supervisors, and practicum faculty. The Action Plan Evaluation can be found in the supervisor section of the BSW Practicum website at [BSW Practicum Website](#). Practicum Faculty should retain to original copy and attached it to the Final Evaluation.

### **Concerns Raised By Students**

Students experiencing concerns in practicum agencies should first discuss issues with practicum supervisors. Should concerns continue or problems are not resolved, students should consult with practicum faculty for guidance. Practicum faculty may counsel students and consult with practicum supervisors or convene meetings with students and practicum supervisors to assess and address concerns. All efforts to address student concerns should be documented.

### **Concerns Raised by Practicum Supervisors**

Practicum supervisors identifying concerns should address issues as concretely as possible with students using behavioral terms along with a clear explanation of the reason for the concern. Practicum supervisors should review expectations and set guidelines to assist students. These discussions should be documented. Depending on the nature and degree of severity of the concern, practicum supervisors should notify practicum faculty of concerns and plans for students.

Practicum supervisors or agency representatives, after consultation with students and practicum faculty may initiate an action plan, suspend, or terminate the practicum placement if, in their professional judgment a student's continued presence in practicum would be a detriment to clients, students, the agency and/or Kent School.

### **Concerns Raised by Practicum Faculty**

Practicum faculty identifying concerns should counsel with students for further education and provide additional support to practicum supervisors. Additional assignments may be required for students to further develop and demonstrate learning. Practicum faculty should confer with practicum supervisors to develop Action Plans to further assist students. If problems or concerns persist, suspension, termination of the practicum or referral to the Academic and Professional Standards Review Committee should be made.

Practicum faculty or the BSW Director of Field Education, after consultation with students and practicum supervisors, may suspend or terminate practicum placements if, in their professional

judgment students' continued participation in programs would be a detriment to clients, students, agencies, and/or Kent School.

### **Professional Conduct and Appearance**

Students should adhere to the professional conduct and behavior standards of the practicum agency. If the practicum agency has a formal dress code this should be related to students preferably during the placement interview, and reviewed again during orientation.

### **Professional Liability Insurance**

All Kent School students enrolled in a practicum must have student liability insurance for the duration of their practicum. Proof of this coverage must be submitted to the BSW Field Education Office by August 1st. This applies also to students completing the second semester of a two-semester practicum after a delay or interruption in their academic career. Students will not be allowed to begin practicum until proof of coverage is received in the Field Education Office.

Students completing on-job practicum and provided liability insurance coverage by their employers may request a waiver by submitting a statement on agency letterhead with signatures from their supervisors.

Student liability insurance remains in effect during University holidays and University breaks as long as students are performing activities and acting under supervision in their placement agency required for their practicum, i.e. functioning as students. If students become employees of their placement agency, student liability insurance policy ceases. In this case, students should immediately contact their insurance carrier and obtain coverage as individual professional social workers.

Students should provide proof of student liability insurance coverage to practicum supervisors no later than the first day of practicum.

### **Carefully review the following information:**

Students may obtain student liability insurance from any insurance company of their own choosing. However, obtaining student liability insurance through the NASW Assurance Trust is recommended as their rates are significantly favorable for students. Students must first join the NASW in order to be eligible for the student liability coverage. There are additional benefits for NASW membership. Check out their website to learn more: [NASW Website](#).

**To join the National Association of Social Workers (NASW)**, students must provide proof of their acceptance to Kent School. For this proof, students may use a copy of their class schedule, or the letter of acceptance from Kent School with the student ID# written on it, or a copy of the student's ID card. Membership in NASW is for a 12 month period and the membership fee of \$48 is paid only once in that year, at the time of application. Students may either submit an

online application for NASW membership, using a credit card to pay the fee; or may print the application form, attach a check for payment and submit in the mail. Go to: [NASW Website](#) and click on “join NASW” and start the application process.

**To apply for student liability insurance**, go to: [NASW Assurance Services Website](#) for information. Students may apply and pay online or students may print and mail in the application. Follow this link to complete and print the application: [Student Liability Insurance Application](#) or follow this link to apply online and receive a 5% discount and receive your certificate of coverage in email the same day: [NASW Assurance Services Website](#). If you have questions contact ASI at 1-855-385-2160.

The cost of one year of coverage is \$15.00 for protection of \$1million per occurrence/\$5 million aggregate.

Students in medical settings who choose to obtain insurance from another carrier must elect the highest level of liability coverage. The Field Education Office will notify other students who are required to obtain a specific level of coverage by their agencies. Otherwise, students are free to purchase whatever level of coverage they prefer.

If denied student level coverage because of full-time work status in a social services capacity, students may be required to show proof of your existing professional liability protection from employers or be required to purchase the professional level coverage. If denied coverage because of a previous criminal record; or because of previous or pending legal matters, students may request a referral to other insurance companies who may be willing to offer a liability policy at a higher premium.

Copies of the certificate of coverage listed with name and the time period of your coverage should be submitted to BSW Field Education Office via fax number 502-852-0422 (be sure to include a cover page), or email to [bswpract@louisville.edu](mailto:bswpract@louisville.edu).

## **Publications and Presentations**

Students may not submit for publication or present at conferences any materials relating to the practicum learning experience without prior written approval from both the assigned practicum organization and from the Kent School of Social Work.

## **Requirements for Success in Practicum**

All students will be evaluated using the same Practicum Evaluation standards. This includes the core social work competencies of:

1. Identify as a professional social worker and conducts oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgment.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.

6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

The ability to be successful in your practicum experience will be dependent upon your ability to:

- Conduct accurate observations
- Effectively communicate with others through verbal, non-verbal, written, and the ability to listen and comprehend what you are receiving and what you are transmitting
- Sensory and motor functions that allows you to perform safely and satisfactorily in the social work agency settings
- Possess the intellectual, conceptual, integrative and quantitative functions to be able to think critically, analyze and interpret objective and subjective data and apply effective problem solving skills
- Effectively use and apply program knowledge/skills/learning to the practicum situation
- Exhibit self-awareness and openness to learn how one's values, beliefs, emotions and past experiences affect thinking, behavior and relationships and be open to change when appropriate
- Demonstrate emotional and mental stability to deal with current life stressors and use appropriate coping mechanism and self-care and effectively use help for medical/emotional problems that interfere with academic or practicum performance
- Conduct oneself in an ethical manner in accordance with a commitment to the goals of social work and the ethical standards and values of the profession

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this course, immediately notify Lynetta Mathis, BSW Director of Field Education at [lynetta.mathis@louisville.edu](mailto:lynetta.mathis@louisville.edu) contact the Disability Resource Center (Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations needed. You must bring a letter of accommodations needed in the practicum from the Disability Resource Center to the Director of Field Education as soon as possible. This web site may also be of assistance: [UofL Disability Resource Center Website](#)

Please note that accommodations are not intended to fundamentally alter essential components of the curriculum or academic requirements of the program of study.

## Return of Agency Property

Students are responsible for items issued to them, or placed in their control by the agency. Students should return all agency property to supervisors prior to or on the last day of practicum, immediately upon request, or upon termination. Agency property may include identification badges, keys, cell phones, written material, etc. Failure to return agency property will result in suspension of practicum or a grade of Incomplete until the property is returned.

## Sexual Harassment

Students who experience sexual harassment in practicum should report all incidents immediately to practicum supervisors and practicum faculty. The University of Louisville will not condone such behavior and maintains policy regarding this. Refer to the following website for further information: [UofL Sexual Harassment Policy](#).

Students are also encouraged to review the NASW Code of Ethics, sections Social Worker's Ethical Responsibility to Clients, 1.09 Sexual Relationships, 1.11 Sexual Harassment, Social Workers' Ethical Responsibilities to Colleagues, 2.07 Sexual Relationships, 2.08 Sexual Harassment, 2.11 Unethical Conduct of Colleagues. The NASW Code of Ethics may be viewed at [NASW Code of Ethics](#)

## Student Conduct

Students entering the Kent School of Social Work, by their formal acceptance into the School agree to abide by the Code of Ethics of the National Association of Social Workers and the Code of Student Conduct of the University of Louisville.

### NASW Code of Ethics

The NASW Code of Ethics provides guidelines for the professional conduct of social workers. Since the profession is directed by a commitment to core values, the Code provides for conduct related to principles of service, social justice, dignity and worth of the individual, the importance of human relationships, integrity and competence. These values and the standards inherent in them provide a context for expected behavior during the period of enrollment in the educational programs of the Kent School of Social Work, developing a foundation for lifelong professional standards. Issues of concern related to this area are referred to the Academic and Professional Standards Review Committee. A complete copy of the current NASW Code of Ethics may be found at [NASW Code of Ethics](#).

### The University Code of Student Conduct

The Code of Student Conduct is the University's policy regarding non-academic discipline of students. The Code is set forth in writing in order to give students general notice of non-academic prohibited conduct. The primary purpose for the imposition of non-academic discipline in the University setting is to protect and preserve a quality educational environment in the campus community. The University is not designed or equipped to rehabilitate students who do not abide by the Code. It may be necessary to remove those students from the campus and to sever the institutional relationship with them, as provided in the Code. The University is

concerned with the rights of individuals as well as the general welfare of the University community. The Code of Student Conduct provides the rules, regulations, and procedures for acceptable standards of behavior and for due process. The Code should be read broadly as it is not designed to define non-academic misconduct in exhaustive terms. For further information about the Code of Student Conduct, please contact the Office of Student Life, W302 Student Activities Center, (502) 852-5787. The Code of Student Conduct applies to students in practicum as well. The Student Code of Conduct may be viewed on the University website at [UofL Student Code of Conduct](#).

## Termination of Practicum

When practicum is terminated and the decision is made not to place students in another practicum agency, students, practicum faculty, the BSW Program Manager and the Director of the BSW Program will be notified. An Academic and Professional Standards Review will be requested.

Students may be removed from practicum under the following circumstances:

1. Failure to maintain confidentiality about a client as mandated by agency policy and/or the NASW Code of Ethics
2. Failure to abide by any aspects of the NASW Code of Ethics. ([NASW Code of Ethics](#))
3. An attempt to harm oneself
4. An attempt to harm someone else
5. Repeated tardiness at the agency with or without notification, excused or unexcused
6. Repeated absences from the agency and/or absence without notification, excused or unexcused
7. Repeated changes in scheduled practicum hours
8. Extended absences (over two weeks) for any reason
9. Inappropriate behavior in connection with the practicum placement i.e. inappropriate interactions with clients and staff, sexual contact with clients, lack of professional behavior with clients and staff
10. Continuous need for extra supervisory support to satisfy practicum expectations
11. Impairment due to personal problems, legal difficulties, financial difficulties, physical health, psychosocial distress, learning disabilities, substance abuse, mental health difficulties, or other undocumented disabilities that interfere with practice effectiveness
12. Repeated violation of agency policy
13. Failure to disclose critical information on practicum application forms and pre-placement interviews
14. Failure to meet academic and behavior standards specified in by the Kent School and UofL
15. Failure to successfully complete an Action Plan

Students who withdraw from practicum following substantial performance problems as noted by practicum faculty will not be allowed to enroll in practicum in the following semester/year

without special review and permission of the BSW Director of Field Education. The usual procedure will be for students to take time off from practicum to address underlying concerns which impair their performance, such as knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. as noted by practicum faculty or the BSW Director of Field Education. Growth and development in these areas may require additional work and life experience, personal counseling or therapy, circumstantial changes which enhance a student's stability, and remedial learning experiences. The review criteria will focus on the likelihood of successful performance in the practicum course based on criteria such as: nature and severity of the performance problem, ability to integrate the content and develop the skills required in practicum, students' motivation toward corrective action, judgment of the students' ability to hear and use feedback constructively, availability and use of educational, career advising, and therapeutic resources.

### **Transfer Life Credit Policy on Life and Previous Work Experience**

As a program accredited by the Council of Social Work Education, the Kent School of Social Work does not waive any social work course or practicum requirements for previous work or life experience as per the CSWE's Educational Policy and Accreditation Standard, 3.2.5. *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.* The standards may be reviewed at [Educational Policy and Accreditation Standards](#).

### **Transportation**

Students are not to transport clients in their personal vehicles. Agencies must have a clearly defined policy regarding client transportation by students using agency vehicles. Students must maintain a valid driver's license and auto insurance coverage.

Students are responsible for their own transportation to and from practicum agencies and other settings as designated by agencies i.e. home visits, community meetings, etc.

Transportation issues which preclude students from fulfilling practicum obligations should be brought to the attention of the practicum faculty immediately.

Agencies should provide for mileage and expenses reimbursement to students performing practicum assignments for the agency. All other expenses are the responsibility of students.

### **Use of Social Media**

Students are expected to uphold the values of the social work profession when using social media in their professional and personal life. Posts to personal social network sites can become available to the general public despite personal privacy settings. Students should keep in mind that past, present, and future clients and employers may find information through social media sites. Students should not make disparaging comments about practicum supervisors, colleagues, or agencies on social media sites. Posting negative professional/practicum related content on personal social media sites can damage professional credibility and damaging to the

other parties. Students should maintain collegial interactions with practicum supervisors, faculty, and colleagues when using social media sites such as LinkedIn, Facebook, Twitter, blogs, etc. Students should avoid posting information on personal social media sites about agencies unless promoting an event for the community or completing an agency approved task on agency social media sites to maintain confidentiality. Students should never comment about clients or client situations on personal social media sites to protect client privacy. Students should avoid making personal connections with clients using personal social media as this can lead to compromised professional boundaries.

### **Volunteering in the Practicum/Agency**

Students who have completed practicum for the academic year, submitted all assignments and required hours, and who wish to remain involved with practicum agencies in a volunteer role must first complete and sign the Volunteer Statement and submit it to practicum faculty at the Final Evaluation Conference. A copy of this form is available in the Practicum Blackboard Sites and the BSW Practicum Website.

### **Weapons**

Students are not permitted to carry weapons while in practicum even students have weapon permits.

## PART FIVE – STUDENT RESOURCES

### Campus Health Services

Cardinal Station  
215 Central Avenue, Suite 110  
Phone: 852-6479 Fax: 852-0660  
[UofL Campus Health Services Website](#)

Preventive and acute care are provided on a walk-in basis; however, appointments are available for pap smears and physicals. For physician's visits, the patient must be signed in 30 minutes before closing. Psychiatric services are also available.

### Career Development Center

Houchens Building, LL03  
Phone: 852-6701  
[UofL Career Development Center Website](#)

The primary purpose of the Career Development Center is to assist students and alumni in developing, evaluation, and/or implementing career, education and employment decisions.

### Counseling Center

Student Services Annex  
Phone: 852-6585 Fax: 852-0291  
[UofL Counseling Center Website](#)

Acquiring healthy coping skills, learning to communicate better, and strengthening an existing relationship are common activities at the Center. Talking to a professional counselor, a trained listener can be a step in the right direction when dealing with the increased frustration, tension and confusion brought on by today's rapidly changing world. The Center provides assistance on a time-limited basis through individual counseling, group counseling, and consultation. All currently enrolled students are eligible to use the Center's services free of charge.

### Dean of Students Office

Student Activity Center, W301  
Phone: 852-5787  
[UofL Dean of Students Office Website](#)

The Dean of Students Office assists students experiencing crisis or distress such as hospitalization, death in the family or other extenuating circumstances. The office serves as a link with University offices, instructors and services.

Student Advocate

It is expected that students first address concerns with the Dean of their school. If concerns continue then students may access additional support and resources through the Office of Dean of Students.

#### Student Grievance

Brenda Hart, Student Grievance Office

Phone: 852-6102 Email: [brenda@louisville.edu](mailto:brenda@louisville.edu)

It is expected that students first address concerns with the Dean of their school. If concerns continue then students may access additional support and resources through the Office of Dean of Students.

### **Disability Resource Center**

Stevenson Hall, 119

Phone: 852-6938 Fax: 852-0924

[UofL Disability Resource Center Website](#)

The Disability Resource Center staff provides and coordinates support services for students with disabilities. The population of students with disabilities on our campus includes students with visual impairments, students who are deaf or hard of hearing, students with mobility impairments, students with learning disabilities, and a wide range of other disabilities. Our goal is to assure equal educational opportunity by providing and coordinating services which mainstream the student with a disability into the University community. Students are encouraged to contact the Disability Resource Center to establish eligibility for services and to discuss specific accommodation needs.

### **Financial Aid Office**

Houchens Building, 110

Phone: 852-5511 Fax: 852-0182

[UofL Financial Aid Office Website](#)

This office awards aid annually to U of L students from a variety of financial aid programs. These programs include grants, loans, scholarships and part-time employment. Students may utilize a variety of technical support services located in the office, including electronic filing of financial aid forms, computerized scholarship searches and a PC based loan management program. Counseling is available on a walk-in basis and by appointment.

### **IT Help Desk**

502-852-7997

[UofL IT Help Desk Website](#)

[helpdesk@louisville.edu](mailto:helpdesk@louisville.edu)

The Help Desk is available 365 days for assistance with issue with ULink, email, and Blackboard Learn.

### **Office for LGBT Services**

Red Barn, Room 104

Phone: 852-0696

[UofL Office of LGBT Services Website](#)

The office for Lesbian, Gay, Bisexual, and Transgender Services works to foster an inclusive campus community for all gender identities and sexual orientations through support to all students, faculty, staff, alumni, and visitors, educational, social and supportive programming and advocacy for LGBT issues.

### **PEACC – Prevention, Education, and Advocacy on Campus and in the Community**

Student Service Annex, Room 100

Phone: 852-2663, 852-6111 (on campus emergencies), 877-803-7577 (off campus emergencies)

[UofL PEACC Office Website](#)

Prevention, Education, and Advocacy on Campus and in the Community (PEACC) Program was created with the specific goals to:

1. Develop a network of organizations, faculty, staff, departments, extracurricular groups, academic clubs and classes, both on and off campus, to address, prevent and respond to violence against women.
2. Provide advocacy and assistance to university students, staff and faculty who are affected by sexual assault/rape, domestic violence and stalking.
3. Coordinate and facilitate training and education programs about issues of violence against women at all levels of the university.
4. Raise campus awareness of the issue of violence against women.

For more information please contact us at 502-852-7014 or [UofL PEACC Office Website](#). If you need immediate help for a crisis situation please call: 502-852-6111 (on campus) or 1-877-803-7577 (in the community).

### **Sexual Harassment**

Angela B Taylor, PhD., Assistant Dean of Students

Student Activities Center, W301

Email: [asbrow01@louisville.edu](mailto:asbrow01@louisville.edu)

Phone: 852-5787

Students may report incidences of sexual harassments to any University official: Director of Affirmative Action/Employee Relations, The Harassment/Sexual Relations Officer, Deans, Vice President, Chairs, or Department Heads.

Students are strongly encouraged to immediately notify their practicum supervisor, practicum faculty or the Assistant Director of Field Education of any incident of this kind.

For more information on seeking assistance with sexual harassment see [UofL Sexual Harassment Procedures](#)

Sexual Harassment involving student to student will be handled under the Code of Student Conduct [UofL Student Affairs Website](#).

### **Social Work Licensure**

Students are encouraged to obtain their professional license as soon after graduation as possible.

Many social service agencies require licensure for employment. Information for social work licensure in Kentucky can be found at [Kentucky Board of Social Work Website](#) and in Indiana at [Indiana Professional Licensing Agency Website](#). Information about other state license boards may be found via the Association of Social Work Boards website and selecting “Find a licensing board” at [Association of Social Work Boards Website](#).

In Kentucky, any applicant for social work licensure with convictions will be considered on a case by case basis by the KY Board of Social Work. There are no specific laws which would automatically prohibit a Social Work license being granted. Any individual with criminal convictions can be reviewed by the Board prior to making a formal application. Prospective applicants should write a letter of inquiry to the Board asking for review of their criminal conviction(s), and whether or not they would be considered as a candidate for licensure in the future. It would be helpful if the prospective applicant included in the letter circumstances surrounding the conviction, information regarding restitution, treatment, or rehabilitation the individual were involved in, and the reasons for pursuing a career in the social work profession. Copies of the conviction(s) should be attached to the letter. It would also be good to include any information about how the prospective applicant’s life has changed since the conviction(s); i.e. employment, education, geographic location, etc. and to attach any letters of support/references. The Board will review the information and contact the individual for further information if needed. The individual will receive a determination from the Board. The Board could change leadership/membership between the time of the applicant’s inquiry and graduation, so the applicant is well advised to retain any correspondence/communication received from the Board throughout this process.

### **Writing Center**

Ekstrom Library, Room 312  
Phone: 852-852-2173

[UofL Writing Center Website](#)

Instructional services are offered to help students become better planners, critical readers, writers, organizers and editors. The Center staff cannot write for students. Students are not allowed to drop off papers to be edited. Instead, guidance is provided to students on how to respond to writing assignments from faculty and ways the Center can supplement the classroom instruction.

## PART SIX – APPENDIX

## Practicum Calendar

2014-2015

### FALL SEMESTER 2014

August 1	Student Liability Insurance due
August 7 and 15	Practicum Supervisor Orientation
August 12	BSW Practicum Student Orientation
August 25	First day of Fall semester, Fall practicum begins
August 25 – September 12	Initial Conferences
September 1	Labor Day Holiday
September 7	August Practicum Reports due
September 19	Educational Objectives Drafts due
September 29 - October 10	Mid-Term Evaluation Conferences
October 7	September Practicum Reports, Educational Objectives due
October 6-7	UofL Mid-Term Break
October 23	Last day to withdraw
November 7	October Practicum Reports
November 26- 30	Thanksgiving Holiday Break
December 1 – December 8	Final Evaluation Conferences
December 8	November Practicum Reports due
December 8	Last day of practicum
December 9	Accumulation of hours towards Spring semester begins*
December 17 – January 6	University Winter Break

### SPRING SEMESTER 2015

January 7	First day of Spring semester, Spring practicum begins
January 7	December Practicum Reports due
January 19	Martin Luther King, Jr. Holiday
January 23	Educational Objectives Drafts due
February 7	January Practicum Reports due
February 23 – March 6	Mid-Term Evaluations Conferences
February 25	Last day to withdraw
March 9	February Practicum Reports
March 16 – 22	University Spring Break
April 7	March Practicum Reports due
April 13 – April 22	Final Evaluation Conferences
<b>April 14</b>	<b>BSW Capstone Poster Presentation</b>
April 22	Last Day of Practicum, All paperwork due
<b>May 9</b>	<b>UofL Commencement – Congratulations Graduates!!!</b>

\*All Fall hours, monthly reports, assignments, and the final evaluation must be completed before hours towards spring semester can begin.

## Practicum Hours Schedule

### Fall 2014 Practicum Schedule

Orientation	8/12/14	3.0 Hours	
			<b>Minimum Cumulative Hours Expected Each Week</b>
Week 1	ending 8/31/14	19 Hours	
<b>Week 2</b>	<b>9/07/14</b>	<b>27</b>	<b>Labor Day</b>
Week 3	9/14/14		
Week 4	9/21/14	59	
Week 5	9/28/14	75	
Week 6	10/05/14	91	
<b>Week 7</b>	<b>10/12/14</b>	<b>107</b>	<b>Mid-Term Break*</b>
Week 8	10/19/14	123	
Week 9	10/26/14	139	
Week 10	11/02/14	155	
Week 11	11/09/14	171	
Week 12	11/16/14	187	
Week 13	11/23/14	203	
<b>Week 14</b>	<b>11/03/14</b>	<b>211</b>	<b>Thanksgiving Break*</b>
<b>Week 15</b>	<b>12/08/14</b>	<b>225</b>	<b>Last Day of Fall Practicum</b>

### Spring 2015 Practicum Schedule

Week 1	ending 1/11/15	16	
Week 2	1/18/15	32	
<b>Week 3</b>	<b>1/25/15</b>	<b>48</b>	<b>Martin Luther King Day*</b>
Week 4	2/01/15	64	
Week 5	2/08/15	80	
Week 6	2/15/15	96	
Week 7	2/22/15	112	
Week 8	3/01/15	128	
Week 9	3/08/15	144	
Week 10	3/15/15	160	
<b>Week 11</b>	<b>3/22/15</b>	<b>160</b>	<b>176 University Spring Break*</b>
Week 12	3/29/15	176	<b>192</b>
Week 13	4/05/15	192	<b>208</b>
Week 14	4/12/15	208	<b>225***</b>
<b>Week 15</b>	<b>4/22/15</b>	<b>225**</b>	<b>Last day of Spring Practicum</b>

\* If you observe any University holiday or breaks, be sure to make appropriate arrangements with your practicum supervisor for coverage of your clients or other important obligations.

\*\* The last week of practicum requires you work 17 hours to reach 225 hours

\*\*\*If you work through spring break you will complete practicum one week early. The last week of practicum requires you work 17 hours to reach 225 hours.

**Agency Orientation and Activity Schedule**  
**SW 470/SW471 Practicum I and II**  
**Kent School of Social Work – University of Louisville**

**Week One Activities**

- Prepare written schedule for student’s practicum
- Decide on student’s title and primary role
- Discuss supervisory style and student’s learning style; explore issues of cultural diversity in the supervisor-student relationship
- Discuss the language and jargon used for the particular setting. Discuss use of formal or informal titles for agency personnel.
- Establish weekly supervisory session time/place
- Introduce & identify personnel who will serve as a back-up supervisor in absence of practicum supervisor
- Introduce co-workers and other agency personnel; identify staff who may provide consultation for student
- Tour agency; include office/work site for student; tour satellite offices
- Explain parking procedures; obtain parking pass, I.D. card; lunch routine
- Provide introduction to agency mission, goals, philosophy
- Provide organizational chart depicting program/unit where student will work
- Explain how student fits into agency structure; student’s role in staff meetings/ committee meetings; how agency staff are notified about student role; how clients are notified about student’s role
- Read the NASW Code of Ethics (see the field handbook)
- Shadow/observe agency staff in activities
- Review Practicum Syllabus together, make note of practicum assignments from Practicum Seminar and Lab Syllabus

**Week Two Activities**

- Discuss culture of the agency
- Identify issues addressing the agency
- Shadow/observe agency staff in activities
- Shadow agency staff in visits to major resources used by agency
- Identify significant internal agency resources; establish schedule to visit
- Identify significant community resources; establish schedule to visit
- Identify internal agency training opportunities; schedule attendance and register
- Identify community conferences/seminars opportunities; schedule attendance and register
- Address issues of staff safety, in the office and in the community, including agency policies related to reporting incidents of threats/violence

- Review Social Work Practice and Seminar and Lab Syllabi for student's particular course, during supervisory session; review
- Complete Monthly Activity Report for August and submit to Practicum Faculty

### **Week Three Activities**

- Develop draft of Practicum Educational Plans (see guidelines in the field handbook).
- Review student's monthly report and time log to faculty liaison
- Explain source of agency clientele; demographics of agency's community/geographic area; transportation system used/available for clients; resources within the agency's community/geographic area
- Review client-related issues: student's inexperience, personal safety, professional boundaries, managing personal emotions
- Shadow/observe agency staff in activities
- Discuss effective use of practicum supervisor; establish agenda outline for supervisory sessions incorporating educational goals
- Prepare to assign student's first client to begin next week/fourth week in practicum
- Conceptualize the agency's practice methods

### **Week Four Activities**

- Finalize draft of Practicum Educational Plans and present to Practicum Faculty
- Introduce legal issues involved in providing services to agency clientele
- Explain/discuss relationship of agency within the larger community network; history of agency; funding sources for agency
- Review agency record keeping systems/practices; establish student's access to agency/client records
- Begin work with student's first assigned case, if not already begun
- Define success with clients in this agency

### **Week Five Activities**

- Establish use of audio/video taping of student's work with clients; agency required client permission forms
- Work with student's additional assigned cases
- Discuss seasons of the agency life: back to school programs, holiday programs, budget/grant periods, agency restructuring, new agency projects/grants, agency sponsored conferences, etc.

### **Week Six Activities**

- Discuss agency requirements and expectations to achieve a grade of pass in the practicum: attendance/punctuality, abiding by the NASW Code of Ethics, following agency policy, contradiction of practicum supervisor's instructions, behaving with agency colleagues in a professional manner, informing practicum supervisor of student's

activities and client's issues in a timely manner, acting interdependently rather than independently, etc.

- Review together the General Practicum Education Policies in the field handbook
- Discuss how student's evaluation are conducted

**Week Seven Activities**

- Complete Monthly Activity Report for September and submit to Practicum Faculty

**Week Eight Activities**

- Mid-Term evaluations due, see deadline in BSW Practicum Calendar
- Final Practicum Educational Plans signed by supervisor and practicum faculty

**Week Eleven Activities**

- Complete Monthly Activity Report for October and submit to Practicum Faculty

**Week Fifteen Activities**

- Final day of Practicum, see deadline in BSW Practicum Calendar
- Conduct Final student evaluation
- Complete Monthly Activity Report for November and submit to Practicum Faculty

**Week Sixteen Activities**

- Final evaluations due in Field Education Office, see deadline in the field handbook

## Social Work Competencies & Examples Learning Activities for Educational Plans

Do not allow this list to suppress your originality and creativity in writing Educational Objectives. This lists serves only to provide examples for content and format. This is a very short list. The possibilities are endless. Be sure to read the EPAS Competency descriptions and practice behaviors listed on the Educational Objective/Final Performance Evaluation Form.

### **2.1.1 Competency: Identify as a professional social worker and conduct one accordingly.**

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

#### Practice behaviors

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

#### Example learning activities

- I will prepare a weekly agenda for supervision including a summary of activities, update on client progress, reflections, questions and process with my supervisor every Tuesday through the end of the semester.
- I will attend two professional development events and prepare a reflection including observations and new learning and how it applies to practice for sharing in supervision by the end of November.
- I will develop and implement a self-care plan and discuss with my supervision my understanding of the importance of self-care in supervision by October 13, 2012.

### **2.1.2 Competency: Apply social work ethical principles to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

#### Practice behaviors

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

- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

#### Example learning activities

- I will interview three social workers in the agency regarding the most common ethical dilemmas encountered and how they were resolved after which I will share my findings with my supervisor by October 18<sup>th</sup>.
- I will develop a self-care plan to implement when I am feeling uncertain or overwhelmed and discuss it and the importance of self-care in supervision by September 17<sup>th</sup>.

### **2.1.3 Competency: Apply critical thinking to inform and communicate professional judgments.**

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

#### Practice behaviors

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

#### Example learning activities

- I will research and prepare a presentation on best practices for engaging a specific client or group and present it in a unit meeting by the end of the semester.
- I will make at least two case presentations and solicit feedback from my colleagues and supervisor regarding my assessment and intervention plans by the end of the semester.

### **2.1.4 Competency: Engage diversity and difference in practice**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a

person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

#### Practice behavior

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

#### Example learning activity

- I will identify the diverse groups represented in the client population and on staff and identify cultural considerations needed in supervision by October 30, 2013.
- I will conduct a cultural competence assessment of the agency using the NASW Cultural Competence Standards and write a summary of the results and share it with my supervisor by the end of the semester.

### **2.1.5 Competency: Advance human rights and social and economic justice.**

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

#### Practice behavior

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

#### Example learning activity

- I will examine client accessibility to agency services and make suggestions for changes and discuss with my supervisor by the end of the semester.
- I will examine the issues of oppression and discrimination directly impacting the client population and discuss possible opportunities for intervention in supervision by the end of the semester.

### **2.1.6 Competency: Engage in research-informed practice and practice-informed research.**

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

#### Practice behaviors

- Use practice experience to inform scientific inquiry
- Use research evidence to inform practice

#### Example learning activities

- I will identify use at least 6 scholarly articles in developing a curriculum for a support group by the end of the semester.
- I will assist agency staff in evaluating outcomes for a project of program and reflect on the process to discuss in weekly supervision by the end of the semester.

### **2.1.7 Competency: Apply knowledge of human behavior and the social environment**

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

#### Practice behaviors

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

#### Example learning activity

- I will conduct three intake assessments using the person in environment and strengths perspective and explain concepts as it applies to the client in supervision by November 24<sup>th</sup>.
- I will use an eco-map to identify strengths and needs in a client system and process in supervision by September 30<sup>th</sup>.

### **2.1.8 Competency: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social

policies and services; the role of policy in service delivery; and the role of practice in policy development.

#### Practice behaviors

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

#### Example learning activity

- I will analyze a current policy and its impact on a client system and report my findings in supervision by November 15, 2013.
- I will participate in advocacy activities at the local, state, or national level and debrief in supervision by the end of the semester.

### **2.1.9 Competency: Respond to contexts that shape practice.**

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

#### Practice behaviors

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

#### Example learning activities

- I will visit at least 3 service providers who also work with the client population to learn more about their services and challenges and present my findings in supervision by November 20<sup>th</sup>.
- I will complete a community assessment of the community the agency serves to determine the strengths and needs and present my findings in supervision along with at least one suggestion for addressing one community need by the end of the semester.

### **2.1.10 Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions

designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### Practice behaviors

- Engagement
  - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
  - Use empathy and other interpersonal skills
  - Develop a mutually agreed-on focus of work and desired outcomes
- Assessment
  - Collect, organize, and interpret client data
  - Assess client strengths and limitations
  - Develop mutually agreed-on intervention goals and objectives
  - Select appropriate intervention strategies
- Intervention
  - Initiate actions to achieve organizational goals
  - Implement prevention interventions that enhance client capacities
  - Help clients resolve problems
  - Negotiate, mediate, and advocate for clients
  - Facilitate transitions and endings
- Evaluation
  - Critically analyze, monitor, and evaluate interventions

### Example learning activities

- I will perform case management activities for at least 3 clients and use process recordings and review documentation with my supervisor weekly through the end of the semester.
- I will co-facilitate a psycho-educational or support group and process my observations and interventions weekly in supervision this spring semester.
- I will participate on the process improvement task group and process my observations and assigned tasks by the end of the semester.
- I will attend a board meeting and a homeless coalition meeting and process with my supervisor the purpose and dynamics of the meeting by the end of the semester.

Adapted from the Educational Policy and Accreditation Standards, Council on Social Work Education, Inc., 2008. [Council on Social Work Education Website.](#)

## **National Association of Social Workers Code of Ethics**

A complete copy of the NASW Code of Ethics can be found on the National Association of Social Workers' website at [NASW Code of Ethics](#).

## **Council on Social Work Educators Educational Policy and Accreditation Standards**

A complete copy of the Educational Policy and Accreditation Standards may be found on the Council on Social Work Education at [Educational Policy and Accreditation Standards](#).