Field Education Handbook

University of Louisville
2019 - 2020
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KENT SCHOOL OF SOCIAL WORK

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http://louisville.edu/kent/

“The University of Louisville is an equal opportunity institution and does not discriminate against persons on the basis of race, age, religion, sex, disability, color, sexual orientation, national origin or veteran status”.
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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.

In the fall of 2007, the Kent School of Social Work matriculated its charter cohort of the Bachelor of Social Work program.

In 2004, Kent School began offering some elective courses in an online format, as a supplement to the on-campus course electives. In 2012, a fully online MSSW program was offered and extended to those students remotely located from Louisville, as well as to regionally located students seeking an alternative to the campus-based program. In Fall 2018 the BSW program began offering a fully online program.

Mission Statement of the University of Louisville
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).

**University of Louisville Diversity Vision Statement**
The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences – including race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status – that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

**Mission Statement of the Kent School of Social Work**
The Kent School of Social Work addresses complex social problems through education, research and service to create a just and better world.

**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 (DMD, JD, and MD).

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 (EPAS) set forth by CSWE.

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

**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 chairs these meetings. The Dean, the Associate Deans of Academic Affairs, the Associate Dean of Research, the Director of the BSW Program, the Director of the MSSW Program, the Director of the PHD Program 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 BSW AND MSSW Program, respectively, and serve 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

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 Educational Policy and Accreditation Standards of CSWE establish the base of program learning expectations.

The Bachelor of Social Work (BSW) degree program is designed to prepare students 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.

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.

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.
Within this context, the educational goals of the Kent School include enabling the student to: (1) internalize the values and ethics of the profession, including the responsibility for the continued development of competence and evaluation of the results of one’s own practice; (2) gain knowledge and understanding of human behavior and the social environment, the role and mission of social work as a profession, the central concepts, principles, and techniques of social work practice; and (3) develop skill in the use of social research techniques sufficient to enable application of research knowledge for use in practice.

**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 Kent School 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.

**Curriculum**

The Kent School curriculum is designed to enhance students’ ability to help them and the diverse client systems they work with to make decisions that contribute to the quality and health of these client systems and that will promote social justice. It is designed to graduate social workers who think critically about what they do, why they do it, and what outcomes they hope will result from the social work practice they do.

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 access both 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.

**PROGRAM GOALS AND OBJECTIVES**

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

**BSW/MSW Foundation Objectives:** Students will learn new knowledge, develop skills and acquire attitudes that will give them the ability to:

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<td>Apply critical thinking skills within the context of professional social work practice.</td>
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<td>2</td>
<td>Communicate the value base of the profession and its ethical standards and principles, and practice accordingly.</td>
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<td>3</td>
<td>Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.</td>
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<td>4</td>
<td>Analyze the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.</td>
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<td>5</td>
<td>Interpret and synthesize the history of the social work profession and its contemporary structures and issues.</td>
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<td>6</td>
<td>Apply knowledge and skills of a generalist social work perspective to practice with systems of all sizes.</td>
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<td>7</td>
<td>Use theoretical frameworks supported by empirical evidence to draw conclusions on individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.</td>
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<tr>
<td>8</td>
<td>Analyze, formulate, and draw conclusions to influence social policies.</td>
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<td>Evaluate research studies, assess and apply research findings to foundation practice, and evaluate their own foundation practice interventions.</td>
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<td>10</td>
<td>Use communication skills differentially across client populations, colleagues, and communities.</td>
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<td>11</td>
<td>Use supervision and consultation appropriate to social work practice.</td>
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<td>Function within the structure of organizations and service delivery systems and propose skillful actions for organizational change.</td>
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**Goal II (Curriculum):** To ensure that our graduates are prepared to utilize theory and research to strategically integrate critical thinking skills into the problems and issues within social work practice.

**MSSW Advanced Objectives:** Students will learn new knowledge, integrate skills, and acquire values and perspectives that will give them the critical thinking skills and advanced ability to:

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<td>Create, organize and integrate ideas and action on engaging diverse client systems effectively in change.</td>
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<td>2</td>
<td>Assess, conceptualize and analyze theoretical, practice and research problems from multiple perspectives and utilize critical thinking skills to formulate impressions based upon the data.</td>
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<td>3</td>
<td>Analyze, synthesize and evaluate the evidence available to guide advanced social work practice.</td>
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<tr>
<td>4</td>
<td>Synthesize, formulate and implement a plan of action for social work practice that addresses complex issues and problems, builds consensus and incorporates multiple-level forces on client systems.</td>
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<tr>
<td>5</td>
<td>Analyze and evaluate data of client progress and outcomes and assess implications and consequences of this progress and outcomes.</td>
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<tr>
<td>6</td>
<td>Synthesize, create, and organize ideas from theory, research and practice for social justice.</td>
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<td>7</td>
<td>Demonstrate the ability to integrate culturally competent skills into all aspects of social work practice.</td>
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**Goal III (School’s relationship with the community):** To build collaboration and partnerships for community building and problem solving:

**Objective:** The Kent School will provide professional expertise in the community in partnership with agencies and institutions to build a stronger community in the metropolitan region of
Goal IV (Overall program goal): To contribute to the development of new social work knowledge through scholarship and research.

Objective: The Kent School will develop research and scholarship that adds to the knowledge base of the social work profession.

BSW SPECIAL PROGRAMS
BSW Alcohol and Drug Counseling Track
BSW Public Child Welfare Certification Program

Students must apply separately for admission to the program. When enrolled in a track or certification program, students take specialized, competency based courses focused on the specialty area, and practicum is arranged in a placement setting complementing the chosen program. Information about each program and the customized curriculum is available at: http://louisville.edu/kent

MSSW SPECIAL PROGRAMS
MSSW with dual degrees - Kent School currently offers five dual degrees with other disciplines:
- MSSW/JD Social Work and Law dual degree with the U of L Brandeis Law School
- MSSW/MDiv Social Work and Ministry dual degree with the Louisville Presbyterian Seminary
- MSSW/MA Social Work and Pan African Studies dual degree with the U of L Pan African Department
- MSSW/MA Social Work and Women’s Studies dual degree with the U of L Women and Gender Studies Program
- MSSW/MA Social Work and Bioethics & Medical Humanities dual degree with U of L interdisciplinary Graduate School

Each of these dual degrees allows a student to complete both degrees simultaneously and to reduce the total number of hours required to obtain the degrees separately. The modified curriculum for these dual degrees requires that the student’s advanced practicum is in a social services practice area related to the complimentary degree program. More information about each dual degree and the customized curriculum is available at: http://louisville.edu/kent

MSSW Specializations - Kent School currently offers seven specializations within the MSSW program:
- Alcohol and Drug Counseling
- Couple and Family Therapy
- Forensic Social Work
- Gerontology
- Leadership, Management, and Supervision
- Mental Health
Military Social Work
Psychosocial Oncology
School Social Work

Students must apply separately for admission to a specialization, and enrollment is limited. When enrolled in a specialization, students take specialized, competency-based courses focused on the specialty area, and the advanced practicum is arranged in a placement setting complementing the chosen specialization. Information about each specialization and the customized curriculum is available at: http://louisville.edu/kent
PART TWO – FIELD EDUCATION IN THE CURRICULUM

Purpose of Practicum Education
The Council on Social Work Education identifies field education as the signature pedagogy in 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 Education Sequences
BSW Program Practicum I and II (SW 470 and SW 471)
The BSW Practicum is 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 field 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.
This course has a $25 course fee.

BSW 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, 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.

**MSSW Program - 60 Credit Hour Program**
All students admitted to the 60 credit-hour program are required to complete two separate and different practica, one at the foundation level and another at the advanced level. All practicum are two semester placements, continuous in the same agency. Each practicum course is 3 credit hours. These courses have a $25 course fee per semester.

**Foundation Practicum Courses**
The Foundation Practicum is 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.

Foundation level students take SW 670 Foundation/Generalist Practicum I or SW 610 Foundation Couple and Family Practicum I concurrently with SW 604 Social Work Practice and SW 671 Foundation/Generalist Practicum II or SW 611 Foundation Couple and Family Therapy Practicum II concurrently with SW 605 Social Work Practice II.

Students taking SW610/SW611 complete a minimum of 250 hours of practicum each semester. Students taking SW670/SW671 complete a minimum of 225 hours of practicum each semester.

**Advanced Practicum Courses**
The advanced level curriculum and practicum education, provide the opportunity for an in-depth and focused educational experience in the student’s chosen area of education. It is intended that the student will gain applied experience with various aspects of their career interest: i.e., client populations, service delivery systems and structures, methodologies, and professional issues confronting the career area. Skills, values and ethics learned in a prior, generalist practicum placement are deepened and strengthened in chosen practice settings and/or client populations. Specialized learning of social work practice methodologies may also be undertaken.

Advanced level students take practicum SW 672 Advanced Practicum I, or SW 612 Couple and Family Practicum I concurrently with SW 640 Advanced Practice II and SW 673 Advanced Practicum II, or SW 613 Couple and Family Practicum II concurrently with SW 677 Advanced Practice III.

Students taking SW 612/613 and SW 672/673 complete a minimum of 250 hours of practicum each semester.
**MSSW Program - 30 Credit Hour Program**

Students admitted as advanced standing (entering Kent School with a BSW degree earned within the past seven years from an accredited program) to the 30-credit hour program complete only one practicum. Students take the SW 672 Advanced Practicum I concurrently with SW 640 Advanced Practice II; and SW 673 Advanced Practicum II or Couple and Family Practicum II concurrently with SW 677 Advanced Practice III.

Students taking SW 612/613 or SW 672/673 complete a minimum of 250 hours in practicum each semester.

**The Practicum Student**

**Criteria for Admission to Practicum**

BSW Students must be admitted to and be in good standing with the BSW Program and successfully complete the first year of the BSW professional program. Foundation and Advanced Standing Students must be admitted to and be in good standing with the MSSW Program. Advanced Students must be admitted to and be in good standing with and successfully complete the first year of the MSSW professional program.

In addition to meeting the above criteria students must submit a practicum application, and participate in a practicum planning consultation a Field Coordinator, successfully interview with referred community agencies, submit additional documentation and/or complete agency required health and criminal records checks, be accepted by at least one agency; submit proof of student malpractice coverage and complete the mandatory Practicum Orientation which is conducted online the first week of the semester. Students who do not submit proof of student liability coverage or complete student practicum orientation will not be allowed to begin practicum.

**Expectations of Practicum Students**

All BSW and MSSW Foundation Students are required to satisfactorily complete two 225 hour successive practicum courses for a total of 450 clock hours in approved practicum sites. Students complete their practicum placement requirements at the practicum placement agency 16 hours a week. All Advanced, Advanced Standing and CFT Students are required to satisfactorily complete two 250 hour successive practicum courses for a total of 500 clock hours in approved practicum sites. 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.

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 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 Bachelor of Social Work and the Master 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. Prospective organizations are
required to submit a completed Program Information Form. The Field Education Office will investigate and tour prospective agencies to determine the suitability as the practicum sites.

Sites excluded from consideration for practicum include sites in operation less than one year or without formal operating policy and procedures or sanctioned for fraudulent or unethical activities.

A paid employee must be onsite during the hours students are present. The employee can be the field instructor or task supervisor.

**Affiliation Agreement**
The Affiliation Agreement (sometimes labeled the Memorandum of Agreement), a legal contract established between the University of Louisville on behalf of the Kent School of Social Work and the practicum organization, specifies the basis on which the agency will serve as an educational facility for students and in which school-based faculty will provide educational direction to students assigned to the agency. A copy of the Affiliation Agreement document is available in the practicum office.

The representative of the agency and/or Kent School, after consultation with the student and Field faculty, may suspend the participation of the student in the educational program if, in their professional judgment the student's continued participation in the program would be a detriment to the clients, the student, the agency and/or Kent School.

**Release Time for Supervisors**
Agencies agree to make explicit arrangements for time in the workload of field instructors to carry out the practicum education process. It is difficult to estimate precisely the amount of time required for practicum instruction. Field instructors are expected to schedule a minimum of one hour per week for formal conferences with students. It is most important that field instructors 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 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 field instructors as needed.

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

**Field Instructor Criteria**
Practicum students are required to be supervised by a qualified social worker with a bachelor’s (BSW students only) or master’s degree in social work from a CSWE 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. Field instructors have the primary responsibility for the provision of learning opportunities that facilitate student growth within the profession. Supporting this responsibility is a part of field instructors’ commitment to professional training and to the profession of social work. Prospective supervisors are required to submit a completed Supervisor Information Form and resume. 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 field instructors and field faculty. They are utilized under very specific circumstances in special practicum placements. The responsibilities and role functions of task supervisors are monitored by field faculty to ensure that practicum standards are maintained.

**General Expectations of Field instructors**

Field instructors 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 and sign off on student competency development plans, timesheet, mid-term and final evaluations
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 field faculty in a timely manner

**Guidelines for Off-Site Field Instruction**

The Off-site Field Instructor collaborates with human service agencies without a qualified social worker and the Kent School of Social Work in establishing and maintaining a social work practicum for Kent School students. The Off-Site Field Instructor is expected to work with the agency task supervisor to identify and develop appropriate student social work learning activities to ensure students develop core social work competencies. The Off-Site Field Instructor acts as a resource for both students and task supervisors while providing educational and supportive supervision. The task supervisors orient students to agencies and provides administrative, day-to-day supervision.

**Requirements**

Agency Task Supervisors may be social workers with less than 2 years post social work experience post earning the required BSW or MSW/MSSW degree, or professionals with another degree and adequate work experience in the agency.

Off-Site Field Instructors must have a BSW or MSW/MSSW degree and at least two years post graduate social work experience to instruct BSW students only or BSW and MSW/MSSW students respectively.

**Responsibilities of the Off-Site Field Instructor**

- Review the Kent School Field Education policies, guidelines, and forms
- Complete Field Instructor/Task Supervisor Training
- Create a communication plan with the task supervisor and establish expectations for the student
- Orient the student to field supervision
- Provide a minimum of 1 hour of field supervision focusing on integration of social work knowledge, values and skills for the duration of the practicum
- Collaborate with the task supervisor and field instructor in the development of the Competency Development Plan
- Collaborate with the student and agency task supervisor to identify appropriate learning activities and establish expectation for student performance
- Maintain regular contact with the agency task supervisor to monitor student performance
- Coordinate the completion of the mid-term evaluation and the final evaluation with the agency task supervisor.
- Review and verify the timesheet
- Participate in the midterm and final evaluation conference meetings
- Collaborate with the agency task supervisor to complete and submit incident reports as needed

**Responsibilities of the Agency Task Supervisor**
• Review the Kent School Field Education policies, guidelines, and forms
• Complete Field Instructor/Supervisor Training
• Create a communication plan with the field instructor and establish expectations for the student
• Orient the student to the agency
• Collaborate with the student and field instructor to create a comprehensive field experience
• Provide guidance, direction and training for the student
• Provide frequent feedback about student performance to the student and field instructor
• Participate in the midterm and final evaluation conference meetings
• Address and report performance concerns to the field instructor
• Collaborate the field instructor to complete incident reports if needed

Field Faculty
Field faculty are comprised of both full-time and part-time members, and some are stationed in the metropolitan Louisville area whereas others are geographically located in various sites where there are a group of students engaged in their practicum. This provides for easier direct access to faculty members by both students and agency supervisors. Part-time field faculty must hold a master’s degree in social work from an accredited school, and are recruited based on their years of practice, their prior experience in supervising social work students (preferably a minimum of five years), their interest in teaching, and their abilities to guide a student’s educational practice experience. Part-time field faculty are encouraged to also teach other courses in the curriculum.

Field 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 field instructors and students
3. Share with students and field instructors 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 field instructors by responding to emails and voicemails within 24 hours except weekends and holidays unless an emergency is indicated
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 reports and critical reflections, and respond to student concerns and questions
13. Meet jointly with students, supervisors (on-site or off-site supervisors) and task
instructors 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;
   d. Spring mid-term;
   e. 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

**Field Coordinators**
The role of field coordinators is to support students, practicum sites and field faculty as needed in maintaining quality practicum placements. More specifically field coordinators:

1. Arrange practicum placements for regional, national and international practicum students
2. Assist students working through disruptions and placing them at alternate practicum sites
3. Assist the Director of Field Education with orientations and trainings for students, field instructors and field faculty

**Director of Field Education**
The role of the Director of Field Education is to promote and maintain collaborative partnerships between human service agencies and the Kent School of Social. The Field Director is responsible for providing oversight of the selection and development of new practicum sites, student placement, and ongoing evaluation of agencies and supervisors; orientation and training of supervisors and field faculty to ensure quality delivery of field instruction.

1. Identify new and emerging areas for student education and develop appropriate placement opportunities
2. Screen potential agencies and track their progress through the site approval process; screen, select, and when necessary, discontinue use of field instructors and practicum sites
3. Work with agency personnel and practicum staff to improve the quality and quantity of information available on agencies
4. Plan, organize, publicize, and implement sessions to inform students, field instructors and field faculty of practicum education policies and requirements, issues in student supervision, current trends and issues in social work and their impact on practicum education, the social work curriculum, research and other developments in Kent School.
5. Organize and conduct training for field instructors
6. Advise faculty concerning practicum education issues
7. Work with faculty to develop, implement, and monitor practicum curriculum, policies and programs
Practicum Orientation and Training for Field instructors
Prior to the start of each fall semester, an orientation to practicum is offered to field instructors and task supervisors. This introduces the agency supervisors to the role of an educational supervisor, explains the supportive role of the field faculty member, explores the practicum policies, reviews the student evaluation process, addresses student performance issues in practicum, and shares the various forms utilized for the practicum. Complimentary CEU’s are provided to field instructors for completing this orientation. This orientation is conducted online. Additionally, the practicum office provides periodic trainings for the agency field instructors and task supervisors on various topics that enhance understanding of the Kent School curriculum, the theories taught, and other subjects of interest to a field instructor. CEU’s are also provided complimentary to supervisors who participate in these trainings.

Finally, the Kent School hosts an annual day of appreciation (Spring Conference) for the field instructors and task supervisors, at the end of the academic year. Various awards are given to field instructors and a guest speaker presents on a topic of special interest. The event is livestreamed for distant field instructors. Complimentary CEU’s are given for this event.

Forums for Field instructors
Several times each year, open forums are held with agency field instructors. These are informal sessions that cover a variety of field related topics and concerns of field instructors. All field instructors are invited to participate and discuss any areas of interest related to the practicum education program. Complimentary CEU’s are given to participants in these forums.

Outstanding Field Instructor Award
Each year, one field instructor is recognized as the outstanding field instructor. This award is given in May as part of the annual spring conference for all Kent School field instructors. The criteria for this award includes that the field instructor: 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 consistent 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, 10) demonstrates creativity and innovation in practicum education. Written nominations are prepared and a supervisor is selected by vote of the BSW and MSSW field faculty.

Lifetime Service Award
The Field Instructor Lifetime Service Award is given to social workers who have served as educational mentors of Kent School students in practicum for 15 or more years. It is an acknowledgement of the tremendous contribution made by field instructors to the professional development of emerging social workers. Over a period, supervisors have experienced several changes in the School’s curriculum, changes in the Director of Field Education and Dean of the Kent School. Field Instructors have adapted to the subsequent changing educational expectations.
for the practicum through those years, while sustaining their commitment to teach students. All field instructors who qualify are acknowledged in any given year; there are no limits to the number of times a field instructor can receive this recognition. Kent School extends deep appreciation to these individuals for their enormous length of service and commitment to the professional development of future social workers.

**Outstanding Student in Practicum Award**

Each year, one BSW student and one MSSW student are recognized for outstanding performance in practicum. The selected students 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, and demonstrated autonomy in practice.

Written nominations are prepared by field faculty and field instructors and students are selected by vote of field faculty. The students receive recognition at the Kent School Awards event and his/her name is added to a master plaque displayed at the Kent School of Social Work.
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.

**Practicum Assignment Process**

1. Each spring semester, students entering practicum in the upcoming fall semester complete practicum applications.

2. Field Coordinators consult with students to discuss potential concerns and placement options. Field Coordinators will select the agency which meets Kent Schools. Criteria and appears most able to meet students' learning needs and interests.

3. Field Coordinators make initial contact with prospective agencies to ensure they are open to accepting students. Students will be provided contact information for one prospective agency. 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. Field instructors will also be notified of pending student contacts requesting interviews.

4. Students schedule placement interviews with field instructors by a specified date. This allows students and field instructors to determine the suitability of matches. Students and field instructors complete practicum confirmation forms indicating their respective placement decisions by specified dates. If either party declines the placement, the Field Coordinator notifies 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 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.

5. Students are to notify field instructors of their acceptance or decline of practicum sites.

6. Confirmation letters advising of finalized practicum assignments will be emailed to students and field instructors 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.

7. One month prior to the fall semester, students contact field instructors to determine if additional background checks, health screenings, or immunizations are required before beginning practicum; establish start dates and agree on initial schedules.
8. Students must submit proof of liability insurance via email, mail, fax, or hand deliver to the Field Education Office by August 1st.

9. Once practicum assignments are confirmed, students remain in the practicum agency for the academic year.

**Employment Approved Practicum**

A request for an employment approved practicum must be made at the time of application for practicum. To request such a placement, students must be employed beyond the new hire probation period prior to the start of the practicum semester. The educational objectives remain the same for the employment approved practicum as other practicum. Requests will be carefully reviewed by the 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.

Students should keep in mind that employment issues can affect the practicum. If employment is terminated, the practicum can also be terminated by the employer.

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 employment approved 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 field instructors. 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 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 Employment Approved Practicum**

A request for an employment-approved practicum should be indicated in the field application. Field Coordinators will contact students to discuss the requirements for Employment Approved Practicum and provide proposal forms.

Students must have completed new employee probationary periods by the start of the practicum semester within the social service or human service agency where a practicum placement is being
requested. 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. Requests will be carefully reviewed by the Field Education Office.

The educational objectives for employment-approved practicum are the same as traditional practicum. 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 employment-approved practicum must include changes within the agency where students are currently working which include 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 students will not serve the same clients served in their employee 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 field instructors. However, students’ and employers’ commitment to separate roles of the employee and of the student is critical and required.

It is understood that students may not simply change jobs/positions within their work setting to satisfy the practicum requirement. Instead, students may plan for a change in responsibilities for the weekly 16 hours (Foundation) or 17 hours (Advanced) of practicum while retaining their regular duties for the balance of their work week hours.

Guidelines for Requesting an Employment-Approved Practicum

- Students requesting practicum placement within the current place of employment must complete the Employment-Approved Proposal Form. Students should complete the Student Employment Information Section and the prospective social work field instructors should complete the Proposed Practicum Placement Information.
- There must a qualified social worker onsite willing to provide supervision. Students proposed practicum field instructors cannot be students current work supervisor. The field instructor may not be a direct co-worker or close friend of the student. The field instructor 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. Please note: BSW social workers can only supervise BSW students, but MSW/MSSW social workers can supervise both BSW and MSSW students.
- Students’ clients in the practicum role must be different from the clients the students work with in the employee role. This serves to avoid confusion by clients and colleagues and potential conflicts of interest.
- The proposed practicum responsibilities must include a description of tasks and responsibilities which will meet the educational objectives of a BSW, Foundation, or
Advanced generalist social worker which includes opportunities for direct practice with individuals, families, or groups, group work, and macro activities.

- The work hours for the student’s work schedule must be clearly delineated from students’ practicum schedules. This provides for a greater continuity of experience. Four hours will be the minimum block of time devoted to employment-approved practicum activity. As with all practicum placements a block of less than four hours at any given time does not allow for a solid learning experience.

- By signing the Employment-Approved Proposal Form, administrators/work field instructors attest support of students’ employment-approved practicums. As such, work supervisors will protect students from being pulled away from practicum activities to attend to regular/crisis job duties during practicum hours. It is particularly helpful to the success of employment-approved practicum if students can be physically located on a different office/floor/building for the practicum assignments than for regular work responsibilities. This helps to establish clear boundaries and to assist co-workers and clients in differentiating between student role and employee role.

- A copy of the proposed practicum field instructor’s resume must be submitted with the Employment-Approved Proposal to the assigned field coordinator.

**Exclusions from Employment Approved Practicum include**

- Agencies very small in size or highly specialized settings
- Agencies owned and/or managed by family of students (birth or marriage)
- Students in a position of authority in the agency i.e. CEO, Executive Director, etc.
- Self Employed or agency owned by students
- Agencies in existence less than 1 year and have no developed or formal operating policies and procedures
- Agencies under investigation or sanctioned for fraudulent or unethical activities

Students and field instructors will be notified of a disposition of the proposal or if additional information or adjustment is needed in the plan for an employment-approved practicum.

**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 field instructors 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 field instructors particularly those of a serious nature. Among students’ responsibilities to their education is the responsibility to utilize ongoing feedback from their faculty and field instructors. 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 field instructors 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 field instructors 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 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 field faculty and field instructors. 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. Field faculty, field instructors, 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 field instructor 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 field faculty for guidance and suggestions on this process. Learning to problem solve, negotiate and forge working relationships are integral to the practicum experience. Field faculty will discuss the situation with field instructors 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 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 update the Timesheet recording all time completed in the first practicum to the last day active, and any other documentation supporting students’ efforts to resolve concerns. Field instructors should also prepare a written statement evaluating students’ performance and any concerns. Field 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 assignments if applicable. The Director of Field Education will issue a final statement detailing decisions and copies will be sent to students, field instructors, and field faculty.

Students will be referred to their field coordinator to consult on possible placement opportunities. Students will be required to complete a minimum 32 hours in the new practicum site as an orientation period. Additional hours may be required depending on the point in the semester to allow time for acclimation to the practicum site and time for students to be evaluated on the competencies by the new field instructor. The number of additional hours will be at the discretion of the Director of Field Education in consultation with the field instructor and field faculty.

It is possible the process of securing a new practicum placement may take several weeks which may impact students’ work in other courses. Students should consult with course instructors to negotiate assignments if necessary. 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.

**Request for Change Initiated by Field instructors**

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 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 field instructors will be identified for students to interview. Information from the previous practicum will be shared with prospective field instructors. Field faculty will work with students and new supervisors to create Competency Development 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 other courses. Students should consult with course instructors to negotiate assignments if necessary. 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 an appropriate number of hours to complete the semester in a new setting. This is required 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 Competency Development Plans specific to the new practicum setting. The number of additional hours will be at the discretion of the Director of Field Education in consultation with the field instructor and field faculty.

The required hours for one practicum course must be completed before starting the next practicum course. Students who change placements during a semester must satisfactorily complete that practicum course prior to the start of the next semester practicum course. Students with a grade of “Incomplete” may not begin Practicum II unless all course work is completed for Practicum I.

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 Director of Field Education will initiate the change of practicum agency if necessary. Students should update Timesheets recording all time completed in the first practicum to the last day active, and any other documentation supporting students’ efforts to resolve concerns. Field instructors should also prepare a written statement evaluating students’ performance and any concerns. Field 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 students, field instructors, and field faculty.

**No Fault Reassignment of Practicum**

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

Students should update the Time Sheet, assignments and evaluations so the field instructor and faculty can sign off if applicable. Field instructors 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. A minimum 32 hours will be added to the required semester hours. 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 Competency Development Plans to demonstrate social work competencies. Students will also be required to write new Competency Development Plans specific to the new practicum setting. The Field Education Office will collaborate with the new field instructor and field faculty to determine the hours needed and issue a final statement detailing decisions. Copies will be sent to the student, field instructor, and field faculty.

Re-Entry to Practicum after Withdrawal/Termination

Students who withdraw from or terminate from practicum following substantial performance problems as noted by field faculty will not be allowed to enroll in practicum in the following semester or year without review of the Academic and Professional Review Panel or the Director of Field Education. The usual procedure will be for students to take time off from practicum to address underlying concerns which impair performance, such as knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. as noted by field faculty or the 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 field 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 field instructors. 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 are expected to document their efforts towards growth and change, which support the likelihood of satisfactory performance in the practicum. The 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/MSSW program, students may request the Professional Standards Review Committee to reconsider a decision of denial by the Director of Field Education. A decision of denial by the Professional Standards Committee may be appealed to the BSW or MSSW Program Director.
PART FOUR – GENERAL PRACTICUM EDUCATION POLICIES AND GUIDELINES

Attendance in Practicum
While it is generally preferable for students to participate in their practicum for two full, 8-hour days, students may schedule their agency time over more days with a minimum of 4-hour days at the discretion of the field instructor. Some practicum sites require a 3 – 4 day presence.

BSW Practicum:
Students are required to spend a minimum of 16 hours weekly/225 hours per semester/450 hours total in practicum placement for the combined and SW 470/471. Students in SW 470/471 are required to complete their practicum over the fall and spring semesters while taking the concurrent practice courses, SW 472/473 and SW 405/406.

All BSW students will be required to complete a Capstone project that will be a part of their practicum experience. The Capstone Project is a year-long project which allows students to demonstrate mastery of generalist social work knowledge, skills and values and pursue interests as well as make a real contribution to client populations, agencies, and communities. The project is an integrative project implemented in the community agencies under the guidance of agency supervisors, and the practicum seminar and lab instructor and culminates in a poster presentation. Students may develop a new initiative or build on a project already in existence in agencies. Students will develop a proposal for a project in the fall semester and implement the project in the spring semester.

Due to differences client populations, social problems, service delivery of community agencies and the focus of individual student interests, Capstone Projects will vary from student to student. Project proposals will require the written approval of the agency field instructors and the seminar instructor. The Capstone Projects may include for example but are not limited to community organizing around some relevant issue; conducting a needs assessment or survey; developing and presenting training materials for clients or staff; designing and implementing a public awareness campaign; evaluating the effects of a social policy or agency policy on the client populations or agency; or developing and implementing a psycho-educational groups or trainings.

While the Capstone Project is an assignment from the Practicum Seminar and Lab course, field faculty should be aware of students’ progress with their projects. Students are required to write a project proposal in the fall semester and to implement the project in the spring semester. All students present their work during a poster presentation and the end of the academic year.

MSSW Foundation Level Practicum:
Students are required to spend a minimum of 16 hours weekly/225 hours per semester/450 hours total in practicum placement for the combined and SW 670/671. Students in SW 610/611 are required to complete 17 hours weekly/250 hours each semester for a total of 500
hours in practicum. Students in the SW 610/611 and SW 670/671 are required to complete their practicum over consecutive semesters while taking the concurrent practice courses, SW 604/605.

**MSSW Advanced Level Practicum:**

Students are required to spend a minimum of 17 hours weekly/250 hours per semester/500 hours total in practicum placement for the combined SW 672/673. Students in SW612/613 must complete 250 hours each semester for a total of 500 in practicum. Students in SW 612/613 and SW672/673 are required to complete their practicum over consecutive semesters while also taking the concurrent practice courses, SW 640/677.

**Practicum Hours**

Students are expected to complete a minimum of 16-17 clock hours per week in practicum for a total of 225-250 hours per semester and a cumulative total of 450-500 hours for the academic school year. Students are required to schedule blocks of time no less than 4 hours at a time. Students remain in the same practicum site for the entire practicum experience.

Students must be available to complete practicum hours in accordance with the schedule of field instructor and/or task supervisor during normal organization operating hours. A paid employee must be present onsite when students are scheduled to be in practicum.

Students acquiring more than the minimum number of 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 required practicum hours have been documented, required assignments have been submitted and the final evaluation completed, students may then negotiate with field instructors and field faculty to continue practicum activities during the semester break.

**Early Start to Practicum**

There is no early start to practicum. Students are not officially enrolled in the practicum course until the semester begins, nor are field faculty officially active until the semester begins. There are legal implications for students, practicum sites, and the University for allowing early start to practicum. Additionally, while student liability insurance may have effective dates prior to the beginning of the semester, coverage can later be denied by the insurer if students are engaged in practicum while not under the auspices of the university. Students are officially in practicum the first day of the semester.

**Holidays Observance**

Students may observe official University holidays occurring during practicum with the understanding students are to notify field instructors 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 if students are performing activities required for practicum.

**Semester Breaks**
Students may observe official University breaks with the understanding students advise field instructors 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 if 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, field instructors and field 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 field instructors 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 field faculty as well. Students should plan a schedule to make up the missed hours upon return to practicum.

**Practicum Time Off-Site**
It is expected that students will spend all hours weekly on location at the assigned placement site, and other practicum activity sites such as: home visits, court hearings, and community meetings with other collaborating agencies. Under rare exception, students may be granted permission from their field faculty to conduct an assignment from home when requested by their agency field instructor. Such an arrangement is to be requested in advance and is understood to be brief and time limited.

**Inclement Weather**
During periods of inclement weather, students should make every effort to report to their agency if the agency remains open. If students determine conditions are too dangerous and they cannot get to the agency, and the agency remains open, field instructors 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 field instructors and field 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 field instructors and field 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 field instructors and field 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 field instructors and field 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 field instructors and field 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 field instructors 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 Field Education Website.

Background Checks and Immunizations
Many organizations require background checks prior to students beginning practicum. Some organizations facilitate the background checks at their expense while other organizations require students to obtain the background checks at their own expense. Students are encouraged to complete background checks as soon as possible within the organizations’ stated time frames. Organizations may additionally require health screens, drug screens, and immunizations. Students are responsible for these costs when organizations do not cover the cost. Kent School does not cover these expenses. Students should contact field coordinators for assistance in getting background check and recommendation for health screens if needed.

**Blackboard Learn**

Important practicum information may be posted by field 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 during 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 upmost 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 field 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.

**Course Fee**

Students enrolled in practicum pay a $25 course fee as a part of their tuition. This fee supports the field tracking software, SONIA which facilitates field processes for students.

**Critical Incident Reports**

Critical incidents reports should be completed and forwarded to the Director of Field Education when students experience a physical, mental/emotional event in practicum that may impact their well-being. Examples of critical incidents include racial or sexual harassment, slip and fall, assault, threats, etc. Students should initiate the Critical Incident Form and process the event
with their task supervisor (if applicable), field instructor, and field faculty. All parties should sign the document. Field Faculty are responsible for forwarding the report to the Field Education Office. The purpose of the report is to ensure issues and concerns are addressed expeditiously. The Critical Incident Report is available on Blackboard and the Kent School website.

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 field 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 Director of Field Education advising of required accommodations.

Drug-Free Schools Notice
As required by the Federal Drug-Free Schools and Communities Act Amendments of 1989, students are hereby notified by the University of Louisville that the unlawful manufacture, distribution, dispensation, possession or use of controlled substances is prohibited in and on any property owned or controlled by the university. This policy extends to the student’s practicum setting when the student is engaged in academic activities as part of their course requirements.

Competency Development 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 social work programs. A list of the competencies and associated practice behavior is provided in the Appendix of this handbook and on the Competency Development Plan and Final Performance Evaluation Form. In recognizing that students have special interests in developing specific skills and/or understanding programs have educational opportunities specific their agency, students develop customized learning activities for each competency, in collaboration with their field instructors and field 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 field instructors to prepare Competency Development Plans. Field faculty will review drafts and provide recommendations for adjustments, if any. The completed revisions should be submitted no later than the deadline indicated on the practicum calendar and practicum course syllabus. The focus of Competency Development Plan should be on maximizing students’ learning rather than on individual tasks assigned. Competency Development 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 their planned learning tasks; however, every effort should be made to adjust 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.

It is highly recommended that students requiring accommodations include the accommodations in Competency Development Plans.

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

1. 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 Competency Development 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 with 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/implementaiton 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 30th
• 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. Field faculty will provide feedback before final copies are signed by students and field instructors before submitted to Field faculty.

(See the Appendix section of this handbook for examples of learning activities for Competency Development Plans. Students should not be restricted by the examples. Students should draft their Competency Development Plans according to agency opportunities and student interest.)

Email
The official electronic method of communication is the University email. Field 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 field instructors. 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 30% 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 next semester. Students not
completing the requirements may have to postpone the second semester of practicum and concurrent practice course for the next 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 a semester of a practicum must satisfy the requirements for that course by the last day of the following 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.

Grievances
Students in disagreement with decisions of field faculty may contact the Director of Field Education, Lynetta Mathis at lynetta.mathis@louisville.edu. The Director of the BSW Program, Dr. Armon Perry at armon.perry@louisville.edu or the Director of the MSSW Program, Dr. Shawnise Miller at shawnise.mailler@lousiville.edu for additional consultation. Students may then write a letter of appeal to the Associate Dean of the Kent School, Dr. Seana Golder at seana.golder@louisville.edu.

Health Insurance Coverage
Students are expected to have and maintain their own health insurance coverage for the duration of the practicum year as many practicum sites for the Kent School expects students to have health insurance coverage.

Identification of Student Status
In accordance with the NASW Code of Ethics, students must ensure informed consent for all individuals served. Students must 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 expected that agencies will customize their orientation for students to incorporate features relevant to their practicum setting.

Orientation to Practicum
During first week of the semester, students must complete the online practicum orientation. The 16 hour orientation provides an overview to practicum; issues related to readiness for practicum, the policies related to practicum; roles of students, field instructors, and field faculty; educational expectations; assignments; and safety in the practicum setting. Students will meet with field
faculty at a time designated by faculty. Students must successfully complete the orientation before beginning practicum. Any student not successfully completing the orientation but starts practicum will have their practicum suspended.

**Student Acknowledgement Form**

All students are required to complete a student acknowledgement form prior to beginning practicum. The forms will be completed with field faculty during practicum orientation. Under no circumstances will students be allowed to begin practicum until the student acknowledgement form is completed in SONIA.

**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 field instructors and field 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, field instructors and field faculty to collaborate in educational planning and assessment of student performance
4. Enable students, field instructors and field 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 Evaluations are completed in SONIA.

The Performance Evaluation of student competencies is to be completed by students and Field instructors. Students should complete the Mid-term or Final Reflection on Practice paper and initiate the evaluation in SONIA. It is expected task supervisors responsible for supervising student activities will be consulted. For each competency Field instructors should assign a rating for each practice behavior. The ratings should be considered in terms of the level practice. Students and field instructors should meet to discuss the completed evaluation prior to the visit by field faculty.

Field instructors and students are encouraged to print copies of evaluations for future reference. 

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 field faculty.

**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 field instructor or his/her designee in case an incident report must be completed. It is recommended students seek appropriate medical attention as soon as possible. A Critical Incident Form should be completed in SONIA. Students are solely responsible for seeking and meeting financial obligations for medical treatment required.

**Practicum Course Credit**

Academic course credit for the practicum 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 Director of Field Education. Credit for such hours should not to be expected by students. Field 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 will be required to complete additional hours, beyond the minimum total practicum hours required, to gain an orientation to the new agency and complete Competency Development Plans.

**Advanced MSSW Practicum and Evidence Based Project**

Kent School seeks to promote the lifelong integration of social worker’s involvement with research for best practice performance for the benefit of clients and society. To this end, students who are taking their advanced practicum and concurrently taking their advanced research course are required to conduct an evidenced based project in conjunction with their practicum agency. The project findings will benefit the agency while allowing students the learning opportunity to develop these skills. It is recognized that the research course is a separate course from the practicum, with separate expectations, earning separate academic credit and a separate grade from the practicum. The project hours claimed as part of the practicum hours must be for that work conducted while at the assigned practicum agency site and must have occurred during the week claimed. Project activities claimed as part of the practicum must be defined as one of the student’s formal learning objective tasks with approval of the practicum supervisor and practicum faculty (see “Assignments” in the practicum syllabus). It is generally expected that about 15 hours across the fall semester is all that a student might claim for the evidence-based project activities within practicum. In the spring semester, it is expected that only 10 hours might be claimed.

**Problem Resolution**

The purpose of these guidelines is to assist students, field instructors and field 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. Field instructors and field 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. Field instructors and field faculty are in positions to detect concerns, and each have the responsibility to initiate communication with each other. Field instructors usually become aware of student concerns first and should initiate contact with field 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, field instructors and field faculty can explore all facets of concerns and seek a consensus of understanding.

2. If in doubt as to whether a concern is serious or major and merits particular attention, field instructors and field 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, field instructors and field faculty should act to protect the needs of clients and agencies to ensure appropriate service activities.

4. Field faculty and field instructors need not, and should not, be therapists to students. Practicum education does not permit automatic access to students’ private lives or personal problems. Field faculty and field instructors should expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially, to bring to the attention of 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 field instructors and field 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 field faculty and/or, program 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, field instructors and field 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, field instructors and field faculty should all sign and date Action Plans.

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 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 Competency Development 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, field instructors, and field 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 Competency Development Plans or if termination of practicum is warranted. The Action Plan Evaluation should be completed and signed by students, field instructors, and field faculty.

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

Concerns Raised by Field Instructors
Field instructors 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. Field instructors 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, field instructors should notify field faculty of concerns and plans for students.

Field instructors or agency representatives, after consultation with students and field 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 Field faculty**
Field faculty identifying concerns should counsel with students for further education and provide additional support to field instructors. Additional assignments may be required for students to further develop and demonstrate learning. Field faculty should confer with field instructors 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.

Field faculty or the Director of Field Education, after consultation with students and field instructors, 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.

**Action Plans**
Action plans are to be implemented anytime there is a persistent or serious performance issue to provide additional support, guidance and resources to help students complete practicum successfully. Students, field instructors, and field faculty should collaborate to develop the action plan and complete it in SONIA. All parties must sign off on the plan. Should students decline to agree to action plans, practicum will be suspended, and the Director of Field Education will be notified. Action plans must be successfully completed by the end of the semester.

**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. If students are issued identification badges, they should be worn at all times during practicum hours and returned when practicum ends.

**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 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 employment approved 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 if 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 field instructors 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 to be eligible for the student liability coverage. There are additional benefits for NASW membership.

**Cost**
Students who are member of NASW received a discount for student liability insurance. The cost for a year of coverage is $15. The cost for non-NASW student members is $25. Students are encouraged to consider students NASW membership. Learn more about the benefits of membership: [https://www.socialworkers.org/Membership/Membership-Benefits](https://www.socialworkers.org/Membership/Membership-Benefits).

**How to apply for student malpractice insurance.**
To apply for student liability insurance, go to: [http://www.naswassurance.org/pli/students.php](http://www.naswassurance.org/pli/students.php) for information. Students may apply and pay online or students may print and mail in the application. Follow this link to apply online and receive a 5% discount. For a paper application follow this link: [https://naswinsure.com/DownloadCenterDocuments/Applications/Professional%20Liability%20Student%20New_App.pdf](https://naswinsure.com/DownloadCenterDocuments/Applications/Professional%20Liability%20Student%20New_App.pdf)

**Need to speak to someone?**
Call 1-888-278-0038 to speak with a licensed insurance agent to get a quote, apply, renew, or get more information on the insurance solutions we offer to social work professionals.

**Coverage**
The cost of one year of coverage is $15.00 for protection of $1 million 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. Other students who are required to obtain specific level of coverage for medical practicum settings is listed in the Requirements for Medical Practicum Settings document posted in Blackboard. Otherwise, students are free to purchase whatever level of coverage preferred.

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

When to Apply
Do not purchase your insurance before June as you want to make sure you have coverage through the next academic year. Do not wait until August 1st to begin making application. A delay in the application or approval process means a delay in coverage. A delay in coverage means a delay in beginning practicum. Additionally, plan now to set aside funds to cover the insurance fee. Waiting for financial aid residual monies in the fall semester will delay the start to practicum resulting in having to work extra hours to make up missed time. A delay in beginning practicum due to lack of liability coverage may impact the practicum grade.

Students should upload the certificates of coverage to SONIA.

Students will be not allowed to begin practicum without proof of coverage received in the Field Education Office.

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.
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, Director of Field Education at lynetta.mathis@louisville.edu contact the Disability Resource Center (Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations needed. Students must present a letter of accommodations needed in 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, hold reassignment, or a grade of Incomplete until the property is returned.
Safety
The inherent nature of working with individuals in the community brings many concerns that students must be aware of and seek guidance from field instructors and faculty. Social work practicum involves contact with individuals who may have been exposed or have an undiagnosed or diagnosed communicable disease. Practicum may involve incidence involving aggressive or combative individuals. It is imperative that students discuss safety protocols and attend to discussion about safety in class and in practicum. Student must always follow the safety protocols of the agency, and act to minimize risks to personal safety.

Sexual Harassment
Students who experience sexual harassment in practicum should report all incidents immediately to field instructors and field faculty. The University of Louisville will not condone such behavior and maintains policy regarding this. http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure.

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,
2.7 Sexual Relationships, 2.08 Sexual Harassment
2.8 Sexual Harassment
2.11 Unethical Conduct of Colleagues

The NASW Code of Ethics may be viewed at NASW Code of Ethics.

Social Media
Students are expected to practice in an ethical manner, in accordance with the NASW Code of Ethics, while working with clients and programs within their practicum. Social media sites are public domains and all information can be accessed by anyone; once in cyberspace information remains indefinitely. Posts to personal social network sites can become available to the public despite the use of the highest privacy settings. Students should keep in mind that clients both present and former, and employers both present and prospective, may find information about them through social media sites. Students should not make disparaging comments about field instructors, colleagues, or agencies on social media sites. Posting negative professional/practicum related content on personal social media sites can damage professional credibility. Students should maintain collegial interactions with field instructors, faculty, and colleagues when using social media sites such as LinkedIn, Facebook, Twitter, YouTube, SMS/texting, Second Life, Flickr, 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. Students are not permitted to link to or view the social media profiles of clients or employees of the placement agency. Additionally, students should consult with their placement site about existing agency policies and expected practices on social media use. Students are expected to use great care in how they represent the social work profession in any online activities. If a student’s social media profile or linkage is considered a poor professional practice or an ethical violation, the student may be subject to an Academic and Professional Standard Review.

The challenges of social media use are particularly important as they relate to the established social work competencies listed below:

- **Values and ethics:** Apply social work ethical principles to guide practice.
- **Professional Identity:** Identifies as a professional social worker and conducts oneself accordingly.
- **Organizational Context:** Responds to contexts that shape practice.
- **Critical Thinking:** Apply critical thinking to inform and communicate professional judgments.
- **Engagement:** Engage with individuals, families, groups, organizations, and communities.

Also of related significance are these items in the **NASW Code of Ethics**:

- **Section 1.03:** Informed Consent
- **Section 1.06:** Conflict of Interest and Dual Relationships
- **Section 1.07:** Privacy and Confidentiality
- **Section 4.06:** Misrepresentation

**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. See the Appendix Section of this handbook for a copy of the current 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.

**SONIA**
SONIA is the field placement tracking platform students, field instructors, and faculty to track hours completed, document competency development plans, complete midterm and final evaluations and access other documents. The Field Office also uses SONIA to track required documents i.e. student liability insurance, and other practicum site requirements. SONIA may be accessed at SONIA Online. Students and field faculty can access SONIA using UL log in credentials. Task supervisors and field instructors are granted access and credentials by the field office. Anytime a task supervisor or field instructor changes, the field office should be notified as soon as possible.

**Supervision**
Students are expected to actively participate in at least 1 hour of field supervision with field instructors each week. Students should prepare an agenda of questions and concerns and keep notes of meetings for future reference.

**Termination of Practicum**
When practicum is terminated, and the decision is made not to place students in another practicum agency, students, field faculty, the Advising Office and the Director of the BSW or MSSW 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](https://www.nasw.org/about/nasw-code-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 field faculty will not be allowed to enroll in practicum in the following semester/year without special review and permission of the 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 field faculty or the 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.

**Timesheet**

Students are to enter their time worked in practicum each day they are present. Students are not wait until the end of the month to enter their time. This will ensure accuracy of time recorded. Timesheets should not be used as a planner; in other words, students must not enter future time in SONIA. This will avoid confusion and possible termination from practicum for time fraud. Students should remind field instructors to sign off on time in SONIA weekly or at the end of each
month.

**Title IX/Clery Act Notification**

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone who has experienced sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479.

Disclosing to any University faculty member or instructor an experience or incident occurring on campus or in a University-sponsored program or involving a complaint against a campus visitor or current or former University student or employee, constitutes an official, non-confidential report to the University under Title IX. As noted, confidential support is always available from the PEACC Program, Counseling Center, and Campus Health Services.

To independently file an official report, please contact the Dean of Students Office 852-5787 and/or the University of Louisville Police Department 852-6111.

For more information regarding your rights as a victim of sexual misconduct, see the Sexual Misconduct Resource Guide [http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure](http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure).

**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. See the Appendix Section of this handbook for the Education Policy and Accreditation Standards.

**Transportation**

Students are not to transport clients in their personal vehicle under any circumstances. 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 field 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.
University Policy on Excused Absences
The University’s Excused Absence Policy allows student to be absent from class when they participate in University-sanctioned events or activities, the definition of which is as follows: “A University sanctioned event or activity shall be one in which a student represents the University to external constituencies in academic or extra-curricular activities. These include but are not limited to student government congresses, intercollegiate athletic and debate contests, music competitions, academic meetings, and conferences...”

The intent of the policy is to ensure that faculty will provide opportunities for students to make up work they miss because of University excused absences. Students who provide documentation of participation in University-sanctioned events should not be penalized.

The policy also assumes that students with excused absences will work diligently to complete the assignments for the class and will create as little disruption to class processes as possible. To that end, students are expected to attend lecture and laboratory sessions and field experiences in the courses for which they are registered with the fewest absences possible. Students are expected to complete assignments on time, actively participate in their classes, and provide documentation of dates for University excused absences or notification of tentative dates. Students are to acknowledge that their excused absences make their regular attendance at other times essential.

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.

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.

Campus Psychiatric Services
Cardinal Station
215 Central Avenue, Suite 110
502-852-6479
UofL Campus Health Services Website

The campus psychiatric services provide free, confidential psychiatric services to all enrolled UL students. Services include initial psychiatric evaluations, medication maintenance, psychotherapy, and referral for hospitalization or other community services if needed. Students must be referred by a CHS primary care provider, a Counseling Center counselor, outside psychiatrist of the PEACC Program Director.

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. Services include mock interviews, career assessments, job search assistance, and resume writing assistance.

Counseling Center
Cardinal Station
215 Central Avenue, Suite 201
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](http://louisville.edu/dos)

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  
Dean of Students Office, W301  
Phone: 502-852-8113  
[advocate@louisville.edu](mailto:advocate@louisville.edu)  
[http://louisville.edu/dos/help/studentadvocate/](http://louisville.edu/dos/help/studentadvocate/)

Sometimes an inability to comprehend the system and work within it becomes overwhelming. Sometimes life becomes overwhelming. Students become frustrated, their coursework suffers; they may drop out. That is why students need an advocate – someone who is on their side, who has a thorough knowledge of the University of Louisville, not just from one unit’s perspective, but from a broad perspective. The Student Advocate reports to the Provost rather than to one school. Her services extend to all students at U of L, from freshmen to graduate doctoral students or professional degree students, at both Belknap Campus and the Health Sciences Center.

The Student Advocate likens her job to that of a concierge at a hotel who can tell a guest where the best restaurant is in town, or an insurance agency who cannot repair someone’s car after an accident, but can tell him where to repair it. The student advocate doesn’t “fix” students’ problems, but she does help them find the person who can. The Advocate teaches students patience, how the system works, where to find information and how to get the help they need. It’s a lifelong learning skill.

**Student Grievance**  
Dr. Joy Hart, Student Grievance Office  
Phone: 852-6102  
[joy.hart@louisville.edu](mailto:joy.hart@louisville.edu)  
[UL Student Grievance Office](http://louisville.edu/dos/help/studentadvocate/)

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.

Health Promotion
Student Activity Center
2100 South Floyd Street
502-852-5429
Health Promotion Website

Health Promotion strives promote healthy lifestyles and creating a healthy campus environment. Services include massage, meditation and napping, nutrition coaching, smoking cessation, Yoga, Health literacy, stress resiliency sexual health and relationships, alcohol and substance awareness and cold and flu prevention.

IT Help Desk
502-852-7997
UofL IT Help Desk Website
helpdesk@louisville.edu

The Help Desk is available 365 days for assistance with issue with ULink, email, and Blackboard Learn.
Office for LGBT Services
Strickler Hall, Room 126
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 Activities Center
2100 South Floyd Street, W309-H
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, Sexual Assault, Partner Violence
Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone who has experienced sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479.

For complaints against other UL students, contact the Dean of Students Office at 502-852-5787. For complaints against UL employees, contact Human Resources at 502-852-6688.
For complaints against a UL visitor, contact UL Police at 502-852-6111

For complaints occurring in the practicum setting, contact field instructor and/or field faculty or the Director of Field Education as soon as possible.

**REACH**
Belknap Academic Building, Suite 202
502-852-6706
[REACH Website]

REACH provides support for the academic success of undergraduate students. Services include tutoring, peer mentoring and various seminars which contribute to the development and success of the undergraduate student.

**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.

**TRIO Student Support Services (SSS)**
Davidson Hall, Room 106
TRIO Website

TRIO is committed to helping low-income, first-generation college students and students with disabilities achieve a bachelor’s degree. The program’s mission is to increase retention and graduation rates by offering academic, financial, and personal support. Services include Academic Support: study skills development, academic intervention and advocacy, academic success workshops, opportunities to form study groups, one-on-one tutoring, assistance with graduate school applications, educational resources; Personal and Professional Support: leadership development opportunities, career exploration and workshops, cultural enrichment activities, self-advocacy skill development, referrals to campus and community resources, professional mentoring; and Financial Support: supplemental grant aid, financial and economic literacy programs, information in applying for student aid, and scholarship opportunities.

Writing Center
Ekstrom Library, Room 132
502-852-2173
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: Fall 2019/Spring 2020
Kent School of Social Work – University of Louisville

**FALL SEMESTER 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1</td>
<td>Student Liability Insurance</td>
</tr>
<tr>
<td>August 19 – 23</td>
<td>Online Practicum Orientation (16 hours)</td>
</tr>
<tr>
<td>August 26</td>
<td>First day of fall practicum</td>
</tr>
<tr>
<td>September 2</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>September 3 – 20</td>
<td>Initial Field Conference</td>
</tr>
<tr>
<td>September 7</td>
<td>August Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>September 23</td>
<td>Competency Learning Plans due</td>
</tr>
<tr>
<td>October 4</td>
<td>Midterm Reflection on Practice Paper due</td>
</tr>
<tr>
<td>October 7</td>
<td>September Time Sheet Field Instructor Approval</td>
</tr>
<tr>
<td>October 7 - 8</td>
<td>UL Mid-Term Break</td>
</tr>
<tr>
<td>October 7 - October 25</td>
<td>October Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>November 7</td>
<td>Thanksgiving Holiday Break</td>
</tr>
<tr>
<td>November 27 – December 1</td>
<td>Final Reflection on Practice Paper Due</td>
</tr>
<tr>
<td>November 22</td>
<td>Final Field Conference</td>
</tr>
<tr>
<td>November 26 – December 14</td>
<td>November Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>December 7</td>
<td>Last day of practicum</td>
</tr>
<tr>
<td>December 2</td>
<td>Accrual of hours towards Spring semester begins*</td>
</tr>
<tr>
<td>December 4</td>
<td>University Winter Break</td>
</tr>
</tbody>
</table>

**SPRING SEMESTER 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6</td>
<td>First day of spring practicum</td>
</tr>
<tr>
<td>January 7</td>
<td>December Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>January 20</td>
<td>Martin Luther King, Jr. Holiday</td>
</tr>
<tr>
<td>January 24</td>
<td>Competency Learning Plans due</td>
</tr>
<tr>
<td>February 7</td>
<td>January Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>February 14</td>
<td>Midterm Reflection on Practice Paper Due</td>
</tr>
<tr>
<td>February 17 – February 28</td>
<td>Mid-Term Field Conference</td>
</tr>
<tr>
<td>March 7</td>
<td>February Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>March 9 - 15</td>
<td>University Spring Break</td>
</tr>
<tr>
<td>April 6</td>
<td>Final Reflection on Practice Paper Due</td>
</tr>
<tr>
<td>April 7</td>
<td>March Timesheet Approval</td>
</tr>
<tr>
<td>April 6 – April 20</td>
<td>Final Field Conference</td>
</tr>
<tr>
<td>April 20</td>
<td>Last Day of Practicum, April Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>May 9</td>
<td>UofL Commencement – Congratulations Graduates!!!</td>
</tr>
</tbody>
</table>

*All fall hours, timesheet, assignments, and the final evaluation must be completed before hours towards spring semester can begin.
# Practicum Calendar: Spring 2020/Summer 2020

## SPRING SEMESTER 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1</td>
<td>Student Liability Insurance Due</td>
</tr>
<tr>
<td>January 6 -10</td>
<td>Online Practicum Orientation Week</td>
</tr>
<tr>
<td>January 13</td>
<td>First day of spring practicum</td>
</tr>
<tr>
<td>January 20</td>
<td>Martin Luther King, Jr. Holiday</td>
</tr>
<tr>
<td>January 31</td>
<td>Competency Learning Plans due</td>
</tr>
<tr>
<td>February 7</td>
<td>January Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>February 21</td>
<td>Midterm Reflection on Practice Paper Due</td>
</tr>
<tr>
<td>February 24 – March 1</td>
<td>Mid-Term Field Conference</td>
</tr>
<tr>
<td>March 7</td>
<td>February Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>March 9 - 15</td>
<td>University Spring Break</td>
</tr>
<tr>
<td>April 6</td>
<td>Final Reflection on Practice Paper Due</td>
</tr>
<tr>
<td>April 6 – April 20</td>
<td>Final Field Conference</td>
</tr>
<tr>
<td>April 7</td>
<td>March Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>April 20</td>
<td>Last Day of Practicum, April Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>April 21</td>
<td>Accumulation of hours towards summer semester begins*</td>
</tr>
</tbody>
</table>

*All spring hours, timesheet, assignments, and the final evaluation must be completed before hours towards summer semester can begin.

## SUMMER 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 7</td>
<td>April Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>May 11</td>
<td>First day of summer practicum</td>
</tr>
<tr>
<td>May 22</td>
<td>Competency Development Plan</td>
</tr>
<tr>
<td>May 25</td>
<td>Memorial Day Holiday Break</td>
</tr>
<tr>
<td>June 7</td>
<td>May Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>June 12</td>
<td>Mid-Term Reflection on Practice Paper Due</td>
</tr>
<tr>
<td>June 15 – 26</td>
<td>Mid-Term Field Conference</td>
</tr>
<tr>
<td>July 3</td>
<td>Independence Day Holiday Break</td>
</tr>
<tr>
<td>July 7</td>
<td>June Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>July 17</td>
<td>Final Reflection on Practice Paper Due</td>
</tr>
<tr>
<td>July 20 – 25</td>
<td>Final Evaluation Conference</td>
</tr>
<tr>
<td>July 25</td>
<td>Last of Practicum, July Field Instructor Timesheet Approval</td>
</tr>
<tr>
<td>July 26</td>
<td>Enjoy your summer break!!!</td>
</tr>
</tbody>
</table>
# Practicum Hours Schedule Fall 2019 – Spring 2020

<table>
<thead>
<tr>
<th>Fall 2019 Practicum Schedule</th>
<th>BSW &amp; Foundation Practicum Hours Accumulated</th>
<th>Advanced Practicum Hours Accumulated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Online Orientation</td>
<td>8/25/19 16</td>
<td>17</td>
</tr>
<tr>
<td>Week 2</td>
<td>9/01/19 32</td>
<td>34</td>
</tr>
<tr>
<td>Week 3 Labor Day</td>
<td>9/8/19 48</td>
<td>51</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/15/19 64</td>
<td>68</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/22/19 80</td>
<td>85</td>
</tr>
<tr>
<td>Week 6</td>
<td>9/29/19 96</td>
<td>102</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/06/19 112</td>
<td>119</td>
</tr>
<tr>
<td>Week 8 Mid-Term Break*</td>
<td>10/13/19 128</td>
<td>136</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/20/19 144</td>
<td>153</td>
</tr>
<tr>
<td>Week 10</td>
<td>10/27/19 160</td>
<td>170</td>
</tr>
<tr>
<td>Week 11</td>
<td>11/03/19 176</td>
<td>187</td>
</tr>
<tr>
<td>Week 12</td>
<td>11/10/19 192</td>
<td>204</td>
</tr>
<tr>
<td>Week 13</td>
<td>11/17/19 208</td>
<td>221</td>
</tr>
<tr>
<td>Week 14</td>
<td>11/24/19 224</td>
<td>238</td>
</tr>
<tr>
<td>Week 15 Thanksgiving Break*</td>
<td>12/01/19 225</td>
<td>255</td>
</tr>
<tr>
<td>&amp; Last day of practicum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2020 Practicum Schedule</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1/12/20 241</td>
<td>272</td>
</tr>
<tr>
<td>Week 2</td>
<td>1/19/20 257</td>
<td>289</td>
</tr>
<tr>
<td>Week 3 MLK Day*</td>
<td>1/26/20 273</td>
<td>306</td>
</tr>
<tr>
<td>Week 4</td>
<td>2/02/20 289</td>
<td>323</td>
</tr>
<tr>
<td>Week 5</td>
<td>2/09/20 305</td>
<td>340</td>
</tr>
<tr>
<td>Week 6</td>
<td>2/16/20 321</td>
<td>357</td>
</tr>
<tr>
<td>Week 7</td>
<td>2/23/20 337</td>
<td>374</td>
</tr>
<tr>
<td>Week 8</td>
<td>3/01/20 353</td>
<td>391</td>
</tr>
<tr>
<td>Week 9</td>
<td>3/08/20 369</td>
<td>408</td>
</tr>
<tr>
<td>Week 10 Spring Break*</td>
<td>3/15/20 369 385</td>
<td>408 425</td>
</tr>
<tr>
<td>Week 11</td>
<td>3/22/20 385 401</td>
<td>425 442</td>
</tr>
<tr>
<td>Week 12</td>
<td>3/29/20 401 417</td>
<td>442 459</td>
</tr>
<tr>
<td>Week 13</td>
<td>4/05/20 417 433</td>
<td>459 476</td>
</tr>
<tr>
<td>Week 14</td>
<td>4/12/20 433 450**</td>
<td>476 500***</td>
</tr>
<tr>
<td>Week 15 Last day of Practicum</td>
<td>4/20/20 450**</td>
<td>500***</td>
</tr>
</tbody>
</table>

If you work through spring break you will complete practicum one week early.
*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 450 hours
****The last week of practicum requires you work 7 additional hours to reach 500 hours.
# Practicum Hours Schedule: Spring 2020 – Summer 2020

## Spring 2020 Practicum Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Online Orientation</th>
<th>Week Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Online Orientation</td>
<td>1/12/20</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Online Orientation</td>
<td>1/19/20</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>MLK Day*</td>
<td>1/26/20</td>
<td>48</td>
</tr>
<tr>
<td>4</td>
<td>Online Orientation</td>
<td>2/02/20</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>Online Orientation</td>
<td>2/09/20</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>Online Orientation</td>
<td>2/16/20</td>
<td>96</td>
</tr>
<tr>
<td>7</td>
<td>Online Orientation</td>
<td>2/23/20</td>
<td>112</td>
</tr>
<tr>
<td>8</td>
<td>Online Orientation</td>
<td>3/01/20</td>
<td>128</td>
</tr>
<tr>
<td>9</td>
<td>Online Orientation</td>
<td>3/08/20</td>
<td>144</td>
</tr>
<tr>
<td>10</td>
<td>Spring Break*</td>
<td>3/15/20</td>
<td>144</td>
</tr>
<tr>
<td>11</td>
<td>Spring Break*</td>
<td>3/22/20</td>
<td>160</td>
</tr>
<tr>
<td>12</td>
<td>Spring Break*</td>
<td>3/29/20</td>
<td>176</td>
</tr>
<tr>
<td>13</td>
<td>Spring Break*</td>
<td>4/05/20</td>
<td>192</td>
</tr>
<tr>
<td>14</td>
<td>Spring Break*</td>
<td>4/12/20</td>
<td>208</td>
</tr>
<tr>
<td>15</td>
<td>Last day of Practicum</td>
<td>4/20/20</td>
<td>225**</td>
</tr>
</tbody>
</table>

### Hours Accumulated

<table>
<thead>
<tr>
<th>Week</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>32</td>
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</tr>
<tr>
<td>13</td>
<td>192</td>
</tr>
<tr>
<td>14</td>
<td>208</td>
</tr>
<tr>
<td>15</td>
<td>225**</td>
</tr>
</tbody>
</table>

## Summer 2020 Practicum Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Memorial Day*</th>
<th>Week Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Memorial Day*</td>
<td>5/17/20</td>
<td>289</td>
</tr>
<tr>
<td>2</td>
<td>Memorial Day*</td>
<td>5/24/20</td>
<td>305</td>
</tr>
<tr>
<td>3</td>
<td>Memorial Day*</td>
<td>5/31/20</td>
<td>321</td>
</tr>
<tr>
<td>4</td>
<td>Memorial Day*</td>
<td>6/7/20</td>
<td>337</td>
</tr>
<tr>
<td>5</td>
<td>Memorial Day*</td>
<td>6/14/20</td>
<td>353</td>
</tr>
<tr>
<td>6</td>
<td>Memorial Day*</td>
<td>6/21/20</td>
<td>369</td>
</tr>
<tr>
<td>7</td>
<td>Memorial Day*</td>
<td>6/28/20</td>
<td>385</td>
</tr>
<tr>
<td>8</td>
<td>Independence Day</td>
<td>7/5/20</td>
<td>401</td>
</tr>
<tr>
<td>9</td>
<td>Independence Day</td>
<td>7/12/20</td>
<td>417</td>
</tr>
<tr>
<td>10</td>
<td>Independence Day</td>
<td>7/19/20</td>
<td>433</td>
</tr>
<tr>
<td>11</td>
<td>Independence Day</td>
<td>7/25/20</td>
<td>450**</td>
</tr>
</tbody>
</table>

### Hours Accumulated

<table>
<thead>
<tr>
<th>Week</th>
<th>Hours</th>
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<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>353</td>
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<td>6</td>
<td>369</td>
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<td>7</td>
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If you work through spring break you will complete practicum one week early.

*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 - 18 hours to reach 450 hours.
Agency Orientation and Activity Schedule

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 field instructor
• 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 Field faculty
Week Three Activities

- Develop draft of Practicum Competency Development 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 field instructor; 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 Competency Development Plans and present to Field 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 field instructor’s instructions, behaving with agency colleagues in a professional manner, informing field instructor 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 Field faculty

**Week Eight Activities**

• Mid-Term evaluations due, see deadline in BSW Practicum Calendar
• Final Practicum Competency Development Plans signed by supervisor and field faculty

**Week Eleven Activities**

• Complete Monthly Activity Report for October and submit to Field 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 Field faculty

**Week Sixteen Activities**

• Final evaluations due in Field Education Office, see deadline in the field handbook
Social Work Competencies & Examples Learning Activities for Competency Development Plans

Do not allow this list to suppress your originality and creativity in writing Educational Objectives. This list 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 18th.
• 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 17th.

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 24th.
- I will use an eco-map to identify strengths and needs in a client system and process in supervision by September 30th.

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 20th.
- 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.