



KENT SCHOOL OF SOCIAL WORK

BSW
Field Education
Handbook

Field is the



of Social Work Education

2011-2012

Contents

| | |
|---|----|
| KENT SCHOOL OF SOCIAL WORK..... | 5 |
| PART ONE – GENERAL INFORMATION..... | 6 |
| History..... | 7 |
| Mission..... | 7 |
| Accreditation..... | 8 |
| The Social Work Profession..... | 8 |
| BSW Curriculum | 8 |
| The Education Program | 10 |
| BSW Program Goals and Objectives | 10 |
| Public Child Welfare Certification Program | 12 |
| Community Advisory Council | 12 |
| PART TWO – PRACTICUM EDUCATION IN THE CURRICULUM | 13 |
| Purpose of Practicum Education | 14 |
| Practicum Seminar and Lab I and II (SW 472 and SW 473)..... | 14 |
| The Practicum Student | 14 |
| The Practicum Agency | 15 |
| Practicum Supervisors | 16 |
| The Practicum Faculty..... | 17 |
| The Assistant Director of Field Education..... | 18 |
| The Director of Field Education..... | 19 |
| The Academic and Professional Standards Review Committee..... | 20 |
| Practicum Orientation and Training for Practicum Supervisors..... | 21 |
| Practicum Forums for Practicum Students | 21 |
| Practicum Forums for Practicum Supervisors..... | 21 |
| Outstanding BSW Student in Practicum Award | 22 |
| Outstanding Practicum Supervisor Award..... | 22 |
| Lifetime Service Award | 22 |
| PART THREE – PROCEDURES OF PRACTICUM ASSIGNMENT | 24 |
| Practicum Assignment Process | 25 |
| Practicum On-the-Job | 26 |

| | |
|--|-----------|
| Practicum Reassignment..... | 28 |
| Re-Entry to Practicum after Termination | 30 |
| PART IV – GENERAL PRACTICUM EDUCATION POLICIES AND GUIDELINES | 32 |
| Attendance in Practicum | 33 |
| Audio and/or Video Taping | 35 |
| Commitment to Professional Social Work Practice..... | 35 |
| Confidentiality..... | 35 |
| Disabilities..... | 35 |
| Educational Objectives | 36 |
| Expenses | 38 |
| Grades..... | 38 |
| Grievances..... | 39 |
| Memorandum of Agreement..... | 40 |
| Orientation to the Agency and Schedule Plan | 40 |
| Orientation to Practicum | 40 |
| Performance Evaluations..... | 40 |
| Personal Health and Injury..... | 41 |
| Practicum Course Credit..... | 41 |
| Problem Resolution | 42 |
| Professional Conduct and Appearance..... | 44 |
| Professional Liability Insurance..... | 44 |
| Publications and Presentations..... | 46 |
| Sexual Harassment | 46 |
| Student Conduct..... | 46 |
| Termination of Practicum | 47 |
| Transfer Life Credit Policy on Life and Previous Work Experience..... | 48 |
| Transportation..... | 48 |
| Volunteering in the Practicum/Agency..... | 48 |
| Weapons | 49 |
| PART FOUR – STUDENT RESOURCES | 50 |
| Cardinal Angels..... | 51 |
| Career Development Center | 51 |
| Counseling Center | 51 |

| | |
|--|----|
| Disability Resource Center | 51 |
| Office for LGBT Services | 52 |
| PEACC – Prevention, Education, and Advocacy on Campus and in the Community | 52 |
| Sexual Harassment | 53 |
| Social Work Licensure | 53 |
| Student Financial Aid Office | 54 |
| Student Health Services | 54 |
| Student Grievances..... | 54 |
| University Writing Center | 54 |
| PART SEVEN – APPENDIX | 56 |
| BSW Practicum Calendar | 57 |
| Practicum Hours Schedule | 58 |
| Agency Orientation and Activity Schedule..... | 59 |
| Sample Practice Behaviors and Objectives | 62 |
| Memorandum of Agreement..... | 66 |
| National Association of Social Workers Code of Ethics | 70 |
| Council on Social Work Educators | 71 |
| Educational Policy and Accreditation Standards..... | 71 |
| Confirmation Form | 72 |

KENT SCHOOL OF SOCIAL WORK

BSW Field Education Handbook

2011-2012

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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 (CUPA). With reorganization in 1991-1992, the Kent School was configured into the College of Health and Social Services. A Marriage and Family Therapy certification program was added in 1994, and in 1997, the Kent School of Social Work once again became an autonomous school reporting to the Provost. In 1997, the Kent School began its doctoral program as a collaborative effort with the University of Kentucky. And finally in the fall of 2007, the Kent School of Social Work matriculated its charter class for the Bachelor of Social Work program.

Mission

The mission of the University of Louisville is to 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 through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience, (2) Research, Creative, and Scholarly Activity, (3) Accessibility, Diversity, Equity, and Communication, (4) Partnerships and Collaborations, and (5) Institutional Effectiveness of Programs and Services.

The mission of the Kent School of Social Work is to prepare competently trained social workers who practice from a strong professional value base to serve the metropolitan mission of the university. These social workers are educated to practice with individuals, families, and communities and to promote social justice.

Accreditation

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

The Bachelor of Social Work and Master of Science in Social Work programs are accredited by the Council on Social Work Education. The Family Therapy program is accredited by the Commission on Accreditation for Marriage and Family Education.

The Social Work Profession

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

BSW Curriculum

The Kent School curriculum is designed to enhance student ability to provide service to diverse client systems in making 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.

The BSW curriculum promotes a generalist perspective in which the simultaneous impact of many systemic levels (individuals, families, groups, organizations, and communities) on clients’ lives is critically analyzed and recognized. The curriculum builds upon a liberal arts base that fosters an understanding of society as a complex organization of diverse people and ideas.

Social problems are understood as occurring within the nexus of culture, conflict, development, ecology, and systems and as such, efforts to help or intervene must include consideration of these forces. Students will be able to critically identify and assess social problems, specifically attending to 1) how such problems are maintained, 2) how they impact the quality of people's life, 3) cultural sensitivity and appreciation of marginalized people, and 4) how to actively promote social and economic justice. Development of critical thinking skills is infused throughout the curriculum in all the areas mentioned. The BSW curriculum is designed to prepare students for generalist practice; that is to develop knowledge and skills for entry level professional social work practice that recognizes the importance of multi-level systemic intervention.

| Kent School of Social Work | |
|--|--------------------------|
| Junior Year | |
| Course* | Amount of Credits |
| Fall Semester | |
| SW 201 – Introduction to Social Work (include service learning component | 4 |
| SW 302 - Social Welfare Institutions, Policies & Services | 3 |
| SW 303 - Generalist Practice I | 3 |
| SW 301 - Human Behavior & the Social Environment | 3 |
| Elective | 3 |
| | 12 (16) |
| Spring Semester | |
| SW 322 – Issues in Policy and Service Delivery | 3 |
| SW 304 – Generalist Practice II | 3 |
| SW 319 – Human Behavior & the Social Environment | 3 |
| Electives | 6 |
| Total | 15 |
| Total Junior Year | 27 (31) |
| Senior Year | |
| Fall Semester | |
| SW 426 – Introduction to Social Work Research | 3 |
| SW 405 – Generalist Practice III | 3 |

| | |
|--|------------------|
| SW 470 – Practicum I | 6 |
| SW 472 - Practicum Seminar and Lab I | 3 |
| Total | 15 |
| Spring Semester | |
| SW 406 – Generalist Practice IV | 3 |
| SW 471 – Practicum II | 6 |
| SW 473 – Practicum Seminar and Lab II | 3 |
| Elective | 3 |
| Total | 15 |
| Total Senior Year | 30 |
| Total Professional Requirements | 57 (61) |
| Total BSW degree | 121 (123) |

The Education Program

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

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

BSW Program Goals and Objectives

Goal I: To ensure that students 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.

Objective 1. Apply critical thinking skills within the context of professional social work practice.

- Objective 2. Communicate the value base of the profession and its ethical standards and principles, and practice accordingly.
- Objective 3. 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.
- Objective 4. Analyze the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
- Objective 5. Interpret and synthesize the history of the social work profession and its contemporary structures and issues.
- Objective 6. Apply knowledge and skills of a generalist social work perspective to practice with systems of all sizes.
- Objective 7. 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.
- Objective 8. Analyze, formulate, and draw conclusions to influence social policies.
- Objective 9. Evaluate research studies, assess and apply research findings to practice, and evaluate their own foundation practice interventions.
- Objective 10. Use communication skills differentially across client populations, colleagues, and communities.
- Objective 11. Use supervision and consultation appropriate to social work practice.
- Objective 12. Function within the structure of organizations and service delivery systems and propose skillful actions for organizational change.

Goal II: To ensure that our graduates are prepared to utilize theory and research to strategically apply critical thinking skills to the problems and issues within social work practice.

- Objective 1. Create, organize and integrate ideas on engaging diverse client systems within their context.
- Objective 2. Assess, conceptualize and analyze theoretical, practice and research problems from multiple perspectives and utilize critical thinking skills to formulate impressions based upon the data.
- Objective 3. Analyze, synthesize and evaluate the evidence available to guide advanced social work practice.
- Objective 4. Synthesize, formulate and implement a plan of action for social work practice that addresses complex issues and problems, build consensus and incorporates multiple-level forces on client systems.
- Objective 5. Analyze and evaluate data of client progress and outcomes and assesses implications and consequences of these processes and outcomes.
- Objective 6. Synthesize, create, and organize ideas from theory, research and practice for social justice.
- Objective 7. Demonstrate the ability to integrate culturally competent skills in all aspects of social work practice.

Goal III: To build collaboration and partnerships for community building and problem solving.

Objective 1. The Kent School will participate in professional activity in the community in partnership with agencies and institutions to build a stronger community in the metropolitan region of Louisville.

Goal IV: To contribute to the development of new social work knowledge through scholarship and research.

Objective 1. The Kent School will engage in research and scholarship that adds to the knowledge base of the social work profession.

Public Child Welfare Certification Program

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

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 Dean, the Director of the BSW Program, the Assistant Director of Field Education and the President of the Kent Alumni Association are ex-officio members of the Council. One additional faculty member rotates annually to actively involve all aspects of the curriculum. Two student members represent the Bachelor Program, the Master's 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 and are expected to participate in matters such as:

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

PART TWO – PRACTICUM EDUCATION IN THE CURRICULUM

The Faculty of the Kent School believes that in many respects practicum education is the culmination of social work education. It is here that the broad understandings, the specialized skills, the analytical judgments and the life experiences that students bring to their educational experience come together to produce an informed social work practitioner. Therefore, students' perception of the role practicum education plays in the school's curriculum should be as complete as possible, because students are the most vital link in adult education.

Purpose of Practicum 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

Students are required to take SW 470 Practicum I concurrently with SW 472 Practicum Seminar and Lab I and SW 405 Generalist Practice III; and SW 471 Practicum II concurrently with SW 473 Practicum Seminar and Lab II and Generalist Practice IV. These courses are only available in the fall and spring semesters respectively.

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

Students are required to participate in practicum seminar which meets weekly in the classroom for group discussion, experiential exercises, and online for discussion forums and assignments. Seminar enables students to gain a broader perspective of a wide variety of practice settings, client populations and methodologies. Students will be challenged to integrate classroom knowledge with practice. Each seminar class is organized around specific themes such as goal-setting, helping resistant clients, self evaluation, cultural competence, social justice, safety, etc. Students will discuss their successes and challenges during the week. Students will also engage providing and receiving constructive feedback and problem-solving strategies. Students also complete a Capstone Project which is conducted in the practicum agency to demonstrate integration of social work knowledge, values, and skills while addressing an authentic social concern experienced by clients, the agency, or community. Student projects are showcased in towards the end of the spring semester in a Poster Presentation event.

The Practicum Student

Criteria for Admission to the Practicum

Students must be admitted to the BSW Program and successfully complete the first year of the BSW program in order to enroll in the social work practicum and practicum seminar and lab courses. Students must complete the Pre-Practicum Planning information Session, complete the practicum application, participate in a practicum planning consultation with the Assistant Director of Field Education and complete interviews with assigned agencies. Following admission to the practicum program and being matched with an agency, students are required attend the mandatory Practicum Orientation which is held annually just prior to the beginning of the academic year.

Expectations of Practicum Students

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

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

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

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

1. Exemplify the conduct of professional social workers and to 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. Understand 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

The Practicum Agency

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

develop professional identification through the use of self in increasingly responsible professional activities.

Criteria for Selection

Agencies should have a well established service delivery program. Agencies should be characterized by clarity about the focus of the program and its methods. Students are expected to fulfill roles in agencies that entail learning activities appropriate for the Bachelor's of Social Work. In keeping with the Kent School's mission to serve promote social justice by serving marginalized populations, and the University of Louisville's Mission to promote intellectual, cultural, and economic development of our diverse communities, public and non-profit organizations which serve diverse populations are preferred. The Field Education Office will investigate and tour prospective agencies and determine the suitability as the practicum site. Approved agencies must complete a Memorandum of Agreement. A copy of this agreement is in the Appendix section of this handbook.

Release Time for Supervisors

Agencies need to make explicit arrangements for time in the workload of practicum supervisors to carry out the practicum education process. It is difficult to estimate precisely the amount of time required for practicum instruction. Practicum supervisors are expected to schedule a minimum of one hour per week for formal conferences with students. It is most important that practicum supervisors are accessible for informal, on-the-spot conferences and to intervene where difficulties arise. In general, the use of a practicum placement agency for several practicum students is preferred to having only one student per agency. Students benefit by learning from each other and from the mutual support. If there are several students in practicum agencies, supervision may be used in group conferences; however, students must be provided the opportunity to meet privately with practicum supervisors as needed.

Availability of Faculty to Agencies

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

Practicum Supervisors

Criteria for Selection

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

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

General Expectations of Practicum Supervisors

Practicum Supervisors are expected to:

1. Plan and implement student orientation to the agency, including introduction to agency personnel and to persons of collateral significance
2. Interpret policy, legal structure, rules and regulations
3. Acquaint students with client systems and their interactions with the agency
4. Comply with general and specific conditions enumerated in the Memorandum of Agreement (see sample copy in the Appendix section of this handbook).
5. Determine student learning needs and to give direction through which these needs are met
6. Provide ongoing assessment of student performance
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 feedback regarding students' work of educational objectives, monthly reports and assignments
11. Participate actively in the mid-term evaluation and final evaluation conferences
12. Draw from their own competence, academic and experiences, in enhancing student growth
13. Communicate concerns to practicum faculty in a timely manner

The Practicum Faculty

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

Practicum faculty members are expected to:

1. Participate in the development of practicum experiences which contain content and substance for the learning of practice skills

2. Maintain monthly contact with practicum supervisors and students
3. Share with students and practicum supervisors in ongoing assessment of student performance culminating in evaluation of student performance at mid-term and at the end of the semester
4. Be readily accessible to students and practicum supervisors
5. Serve as resource guides and professional models
6. Be constructively critical in sharing knowledge
7. Encourage a spirit of inquiry and critical analysis skills
8. Promote linkage of past experience with present learning
9. Provide guidelines by which to integrate theory and practice
10. Relate practicum learning within the broad context of social work education
11. Comply with the general and specific conditions enumerated in the Memorandum of Agreement
12. Meet initially with students during the practicum orientation to get acquainted, establish expectations about communications and submission of monthly report and critical reflections, and respond to student concerns and questions.
13. Meet with jointly students and supervisors five times during the two semester placement: 1) Within the first two weeks of the semester to get acquainted, and establish expectations; 2) Fall mid-term evaluation; 3) At fall evaluation; 4) Spring mid-term; and 5) 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; practicum carries a Pass/Fail/Incomplete grade

The Assistant Director of Field Education

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

1. Participate in the design of practicum experiences which contain content and substance for the learning of practice skills
2. Maintain monthly contact with practicum faculty
3. Be readily accessible to students, practicum supervisors, and practicum faculty as needed
4. Relate practicum learning within the broad context of social work education
5. Comply with the general and specific conditions enumerated in the Memorandum of Agreement
6. Develop and maintain collaborative partnerships between social service agencies and the Kent School of Social Work
7. Represent the Kent School of Social Work Field Education Program to community agencies and professional organizations
8. Recruit agencies and supervisors for service learning placements and practicum
9. Evaluate and approve agencies and supervisors which meet criteria for service learning and Practicum; when necessary work with agencies to develop accommodations needed for students and discontinue agencies use when warranted
10. Screen and match students with practicum sites and practicum supervisors for service learning and practicum

11. Organize and conduct pre-practicum planning information session and practicum orientation for students
12. Assist in organizing and conducting orientation and continuing educational programming for BSW and MSSW practicum supervisors
13. Monitor service learning student performance and experience through review of time logs and assignments
14. Monitor the quality of service learning and practicum sites through student feedback and evaluations
15. Collaborate with service learning and practicum students and supervisors to address service learning and practicum related concerns through mediation and negotiation
16. Reassign students to other service learning and practicum sites when efforts to resolve concerns or severity of concerns warrant alternate placement or termination
17. Maintain appropriate documentation regarding students, agencies and faculty
18. Develop and regularly update BSW practicum policy and procedures and website information
19. Work with practicum faculty to manage practicum related problems; engage in effective dispute resolution, negotiation, handling of confidential and other sensitive information
20. Manage regular BSW practicum faculty meetings to plan and monitor practicum education
21. Assist the Director of Field Education as needed in the MSSW program
22. Participate on relevant Kent School and University committees
23. Communicate relevant service learning and practicum education concerns to faculty
24. Collaborate with faculty to develop and implement service learning and practicum curriculum
25. Teach Practicum Seminar and Lab I and II for BSW practicum students

The Director of Field Education

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

1. Promote and maintain collaborative partnerships between human services agencies and the Kent School of Social Work
2. Represent the practicum program to agencies and to other professional groups
3. Conduct agency visits and other outreach with community and professional groups to develop excellent placements and evaluate their quality
4. Identify new and emerging areas for student education and develop appropriate placement opportunities
5. Screen potential agencies and track their progress through the site approval process; screen, select, and when necessary, discontinue use of practicum supervisors and practicum sites
6. Work with agency personnel and practicum staff to improve the quality and quantity of information available on agencies
7. Plan, organize, publicize, and implement sessions to inform students, practicum supervisors and faculty liaisons 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.
8. Organize and conduct training for practicum supervisors
 9. Advise faculty concerning practicum education issues
 10. Serve on relevant Kent School committees, including the curriculum committee
 11. Work with faculty to develop, implement, and monitor practicum curriculum, policies and programs
 12. Counsel and advise students on issues related to practicum instruction and career opportunities
 13. Match students to practicum agencies and practicum supervisors
 14. Assist students in arranging interviews with placement agencies; reassign students to agencies as necessary and as dictated by Kent School policy
 15. Work with faculty liaisons to manage practicum-related problems; engage in effective dispute resolution, negotiation, handling of confidential and other sensitive information
 16. Analyze and develop program policies and procedures
 17. Manage regular faculty liaison meetings to plan and monitor practicum education
 18. Maintain clear and comprehensive records of contacts with students, agency personnel and faculty
 19. Maintain the currency and accuracy of information on the practicum web site

The Academic and Professional Standards Review Committee

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

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

The Chair will convene the committee, if possible, within 2 weeks after receiving the request for review. In establishing the time for the meeting, the Chair should indicate the nature of the specific concerns to the student. Present at the meeting should be the student and the committee. Faculty and other parties who may have pertinent information to share regarding

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

Practicum Orientation and Training for Practicum Supervisors

Orientation sessions for practicum supervisors are conducted at the beginning of each academic year and serve to introduce practicum supervisors to the policies and educational expectations for students in practicum. Various faculty members participate (the Dean, the chairs of each curriculum sequence, etc.) as a way for practicum supervisors to get acquainted with faculty members and to clarify the integration of the curriculum with the practicum experience. Orientations are conducted in Louisville and may also be held in Owensboro and Lexington, KY to accommodate groups of practicum supervisors located outside of the Metro Louisville area.

Additionally, half-day trainings are offered to practicum supervisors periodically through the year, as a way to enhance the educational supervisory skills of the practicum supervisors and to strengthen the relationships with faculty members.

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

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

Practicum Forums for Practicum Students

Approximately once a year, usually in January, Practicum Forums are held on the Belknap Campus. These student sessions are coordinated with the KSSA – Kent School Student Association and planned for one hour, at a time most convenient for students between classes and usually including refreshments. These sessions are open to all Kent School students, those currently enrolled in a practicum and those anticipating an upcoming practicum. These Student Practicum Forums provide informal, group gatherings to meet with the Director of Field Education and explore any questions or concerns students may have related to the practicum experience.

Practicum Forums for Practicum Supervisors

Several times each year, brown bag forums are held with practicum supervisors. These informal sessions are held during the lunch period for one and one-half hours, usually in the conference

room of a practicum agency willing to host the session. All practicum supervisors are invited to participate and discuss any areas of interest related to the practicum education program. The Director of Field Education and/or the Assistant Director of Education attend along with practicum faculty. The forums are held in Louisville as well as in several distant locations convenient to the practicum supervisors. CEUs are provided free of charge to active practicum supervisors.

Outstanding BSW Student in Practicum Award

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

A written nomination is prepared by practicum faculty and a student selected by vote of the Field Education Program practicum faculty. The student receives an individual plaque and his/her name is added to a master plaque in the Kent School. Award recipients are listed on the Kent School BSW Practicum website.

Outstanding Practicum Supervisor Award

Each year, one supervisor is recognized as the outstanding practicum supervisor. This award is given in May as part of the annual spring conference for all Kent School practicum supervisors and the recipient is invited to speak. The criteria for this award includes that the supervisor: 1) prepares the agency for the incoming student, 2) structures an orientation for the student, 3) adjusts placement opportunities to accommodate the student's skills and comfort level initially, then encourages the student onward after the initial acclimation/fear phase, 4) is faithful in weekly, scheduled supervisory time and protects time to meet with the student, 5) makes time available for informal consultations with the student, 6) customizes learning opportunities to satisfy the student's interests in addition to what the agency needs, 7) demonstrates courage and honesty in giving feedback on the student's performance, 8) demonstrates skill in teaching students, 9) provides service to the University of Louisville/Kent School/Practicum Education Program, 10) demonstrates creativity and innovation in practicum education, 11) has served as a Kent School practicum supervisor for a minimum of five years.

Written nominations are prepared and a supervisor is selected by vote of the practicum faculty. Award recipients receive a plaque and are recognized at the annual Kent School Graduation Party held each spring. Award recipients are also listed on the Kent School website at <http://louisville.edu/kent/programs/Practicum/Award%20-%20outstanding%20practicum%20supervisor.pdf> and may be featured in the Kent Field Connections newsletter.

Lifetime Service Award

The Practicum Supervisor Lifetime Service Award is given to social workers who have served as educational mentors of Kent School students in practicum for twenty-five or more years. It is an acknowledgement of the tremendous contribution made by practicum supervisors to the

professional development of emerging social workers. Over such a period of time, supervisors have experienced several changes in the School's curriculum, changes in the Director of Field Education and Dean of the Kent School. Supervisors have adapted to the subsequent changing educational expectations for the practicum through those years, while sustaining their commitment to teach students. This award is presented at the annual spring conference appreciation luncheon for all the Kent School Practicum Supervisors at the end of the academic year in May. All supervisors who qualify are acknowledged in any given year; there are no limits to the number of times a supervisor can receive this award. Kent School extends deep appreciation to these individuals for their enormous length of service and commitment to the professional development of future social workers. For a listing of previous award recipients, go to <http://louisville.edu/kent/programs/Practicum/Award%20-%20Lifetime%20Service%20Award.pdf>

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 facilitated if possible. Students should review the list of available agencies in the BSW Practicum Agency Roster at <http://louisville.edu/kent/programs/bsw/bswpracticum/>. Students may also review the collection of written comments by prior students about their prospective placements maintained in the Field Education Office.

Practicum Assignment Process

1. Each January, students entering practicum in the upcoming fall semester will complete a pre-placement planning information session conducted by the Assistant Director of Field Education outlining the practicum assignment process. The BSW Practicum Agency Roster will be made available on the Field Education website for students to review.
2. Students will complete practicum applications and submit it along with updated resumes by the designated deadline in the spring semester prior to the senior year.
3. The Assistant Director of Field Education will review applications and schedule pre-assignment consultation with students to discuss potential concerns and placement options. Agencies will be selected which most appear able to meet students' learning needs.
4. The Assistant Director of Field Education will make initial contact with prospective agencies to ensure they are open to accepting students. Students will then be notified in writing of contact information of up to three prospective agencies. Students are not to initiate contact with any agency to discuss practicum or attempt to arrange practicum. All arrangements must go through the Field Education Office. Practicum supervisors will also be notified of pending student contacts requesting interviews.
5. Students will then schedule placement interviews with practicum supervisors by a specified date. This will allow students and practicum supervisors to determine the suitability of matches. Students and practicum supervisors will complete practicum confirmation forms indicating their respective placement decisions by specified dates. If either party declines the placement, the Assistant Director of Field Education will notify students of further options and the process repeats.

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

6. Students are to notify practicum supervisors of their acceptance or decline of a practicum sites.

7. Confirmation letters advising of finalized practicum assignments will be mailed to students and practicum supervisors within a week of receipt of the acceptance by both parties and reminders and other pertinent information will be mailed approximately 4 weeks prior to the beginning of the fall semester.
8. One month prior to the fall semester, students are to contact practicum supervisors to determine if background checks, health screenings, or immunizations are required before beginning practicum; establish start dates and initial schedules.
9. Students are to submit proof of liability insurance via mail, fax, or hand delivery to the Assistant Director of Field Education by August 1st. Failure to submit proof of liability insurance will delay the start of the practicum.

Practicum On-the-Job

A request for an on job practicum must be made at the time of application for practicum. Students must have been employed within the agency where a practicum placement is being requested, a minimum of six months by the start of the practicum semester. The educational objectives remain the same for the on-job practicum as for other practicum. Requests will be carefully reviewed by the Assistant 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.

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

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

Guideline for Requesting an on job practicum

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

1. Submit a statement on agency letterhead stationery from the agency administrator or the student's current work supervisor to include:

- a. The student's job status (temporary or permanent)
- b. The student's regular hours and days of employment
- c. The student's date of employment
- d. A brief description of the primary responsibilities of the student's current job, including the particular program/department/unit area where the student works.
- e. A proposal for a practicum which would differ from the present job in scope and content and which would meet the educational objectives of the generalist social work practicum. It is important the clients served are different when the student is in regular employee role from the student and when in the practicum role, to avoid confusion by the clients and colleagues and potential conflicts of interest.
- f. The student's work schedule and the proposed practicum schedule. For further distinction between regular employment and the practicum experience, separate schedules should set aside certain blocks of time for each activity. To provide for a greater continuity of experience, it is expected that four hours will be the minimum block of time devoted to on-job practicum activity.
- g. In no case may the work supervisor and the practicum supervisor be the same person. It is also preferred the practicum supervisor is not a co-worker, nor close friend of the student. The practicum supervisor must have BSW, MSW, or MSSW degree from an accredited school of social work, a minimum of two years, post-bachelors or masters, full time social work experience, and have been working in the agency at least one year. Personnel with degrees in related disciplines have been trained in different methods and with different values and are not obligated to abide by the NASW Code of Ethics and so are not appropriate to mentor social work students as practicum supervisors.

It is understood by writing this letter; administrators/work supervisors are stating their support of students doing an on-job practicum. As such, work supervisors will ensure students are protected during practicum hours from being pulled away from practicum activities to attend to regular/crisis job duties. It is particularly helpful to the success of on-job practicum if students can be physically located on a different office/floor/building for the practicum assignments than for their regular work responsibilities. This helps to establish clear boundaries and to assist co-workers and clients in differentiating between student roles and employee roles.

2. Attach a copy of the proposed practicum supervisor's current resume.
3. Obtain signatures of the work supervisor or administrator, the proposed practicum supervisor and the student, including phone numbers, email addresses and office addresses for the work supervisor and the practicum supervisor.
4. Attach the administrator's/work supervisor's letter and the accompanying documentation to the practicum application form and submit to the Assistant Director of Practicum Education.
5. Students and practicum supervisors will receive written notification of a determination or if additional information or adjustment is needed in the plan for an on-job 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 and ethical responsibilities and courtesies to be considered. Also, considerable time and effort are spent on the part of faculty and practicum supervisors to plan and deliver meaningful practicum placements. For these reasons, it is a serious matter to drop the practicum course during the semester. Reassignment is the exception, not the norm. Every effort should be made to resolve concerns, before reassignment is considered.

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

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

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

Personal or emotional problems of a more serious nature can present great difficulty. These problems may include serious physical illness or psychological impairment, life crisis, serious 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 have to do with deficits in competence, understanding, or excessive absences.

These problems usually present an interrelated set of concerns, which require monitoring, communication, and professional judgment on the part of practicum faculty and practicum supervisors. The concerns are: the rights of clients to adequate service and professional care, the agency expectations for results of macro assignments, the educational needs of students, the "gate-keeper" role of the university and the professional community, and the provision of corrective and support services for students. Practicum faculty, practicum supervisors, and

other classroom faculty who have an educational interest or involvement with students have the right and responsibility to discuss students' practicum and classroom performance in the execution of their educational duties.

Request for Change Initiated by Students

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

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

Request for Change Initiated by Practicum Supervisors

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

The decision to place students in another agency is partially dependent on the availability of an appropriate practicum setting. Agencies with experienced practicum supervisors will be identified for students to interview. Information from the previous practicum will be shared with prospective practicum supervisors. Practicum faculty will work with students and new supervisors to create the educational objectives. Students will be closely monitored in new practicum assignment.

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

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

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

No Fault Reassignment of Practicum

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

Students should submit all Monthly Reports, assignments and evaluations if applicable to the Practicum Faculty. Practicum supervisors should write a statement regarding students’ performance, and verify hours completed. Completed practicum hours may be credited toward the number of hours to be completed in the second placement. Students may be required to complete additional hours in the new practicum placement if it is determined the hours are needed to ensure the educational objectives are met. Students will also be required to write new educational objectives specific to the new practicum setting.

Re-Entry to Practicum after Termination

Students who withdraw from practicum following substantial performance problems as noted by practicum faculty will not be allowed to enroll in practicum in the following semester/year without special review and permission of the Assistant Director of Field Education. The usual procedure will be for students to take time off from practicum to address underlying deficits which impair their performance, such as knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. as noted by practicum faculty or the Assistant Director of Field Education. Growth and development in these areas may require additional work and life experience, personal counseling or therapy, circumstantial changes which enhance a student’s stability, and remedial learning experiences. The review criteria will focus on the likelihood of successful performance in the practicum course based on criteria such as: nature and severity of the performance

problem, ability to integrate the content and develop the skills required in practicum, students' motivation toward corrective action, judgment of the students' ability to hear and use feedback constructively, availability and use of educational, career advising, and therapeutic resources.

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

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

PART IV – GENERAL PRACTICUM EDUCATION POLICIES AND GUIDELINES

Attendance in Practicum

Practicum Hours

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

Students acquiring more than the minimum amount of hours (225 hours) prior to the end of the fall semester may not count the extra hours towards the spring semester, nor can the students stop attending practicum prior to the end of the semester. After the official end of the fall semester, and the 225 practicum hours have been met and required assignments have been submitted and the final evaluation completed, students may negotiate with practicum supervisors and practicum faculty to continue practicum activities during the semester break. To facilitate this credit, two December reports should be submitted. The first December Monthly Report should be used to document hours for the fall semester, and the second December Monthly Report should be used to document hours for the spring semester. See the practicum Calendar to determine the date hours may begin to be accrued towards the spring semester.

Students are not permitted to conclude practicum prior to the end of the semester regardless if the required number of hours are reached prior to the end of the semester. This ensures students have experiences to bring into the classroom maximize continued learning.

Holidays Observance

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

Semester Breaks

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

Absence Due to Illness/Personal Emergency

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

Inclement Weather

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

Jury Duty

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

Military Duty

Students called to active military duty should notify practicum supervisors and practicum faculty immediately. Official University of Louisville policy and guidelines should be followed to protect students' academic status. Time lost in practicum will need to be made up and may require a repeat of the practicum semester. (See <http://louisville.edu/veterans/veterans-education-benefits/student-military-leave.html>).

Other Absences:

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

International Exchange Program

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

Service Learning Trips

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

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 audio and/or video tape interventions with clients as a way to review practice skills. These tapings may be used only for self-review or may be shared with the practicum supervisors for feedback and consultation. Once reviewed the 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. Most 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 on the BSW practicum website at <http://louisville.edu/kent/programs/bsw/bswpracticum/>.

Commitment to Professional Social Work Practice

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

Confidentiality

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

Disabilities

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

Educational Objectives

Students entering practicum come with their own unique life experiences, work experiences and previous education 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.

There are general educational objectives for each practicum applicable to all students in a particular practicum course: The Practicum course objectives as noted in the practicum syllabus, and the Council on Social Work's Educational Policy and Accreditation Standards 10 Practice Competence as noted on the Educational Objective and Final Performance Evaluation Form and in the *BSW Field Education Handbook*. Additionally, students have special interests in developing specific skills and/or understanding particular programs available within their practicum agency. Thus, students can develop customized educational objectives, in collaboration with their practicum supervisors and practicum faculty, which will enhance students' professional social work practice and hold distinctive meaning for students.

In the first four weeks of the practicum semester, students and practicum supervisors should prepare drafts of the educational objectives. Practicum faculty will review drafts and provide recommendations for adjustments, if any. The revisions should be completed and signatures obtained no later than the deadline indicated on the practicum calendar and practicum course syllabus. The focus of educational objectives should be on maximizing students' learning rather than on individual tasks assigned. Educational objectives should be reviewed for progress periodically during supervision and utilized at the time of each evaluation. It is understood that unpredictable circumstances within the agency and/or community may occur, which would postpone or prevent students from satisfying all of their planned objectives.

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

When writing educational objectives, use the following guidelines:

1. Utilize the template provided in the Forms section on the BSW Practicum Information Section in Black Board and the BSW Practicum website (<http://louisville.edu/kent/programs/bsw/bswpracticum/>).
2. Learning activities must be written to address each Program Objective/Competency. More than one learning activity can be written for an objective, but at least one activity must be written to address all the practice behaviors in each competency area.
2. Educational objectives 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 beginning ability of the student.
3. Educational objectives are developmental in nature. They should change and shift through the educational experience.

4. Micro, mezzo, and macro learning activities must be written across the Educational Objectives.
5. The following list consists of ideas for learning activities which can be included in the objectives for students to meet program and personal learning objectives. Please note this is not an all- inclusive list.
 - Observe interviews
 - Conduct home visits
 - Serve on agency or community committees
 - Attend/participate in staff meetings
 - Attend board meetings
 - Interview clients including individuals, families, and groups
 - Document client contacts
 - Develop goals and objectives with clients
 - Develop service/treatment plans
 - Collect data for agency outcome studies
 - Assist staff with research, preparation of, and writing grant applications
 - Visit community agencies
 - Update/compile community resource information
 - Complete bio-psycho-social and social histories of clients
 - Construct and analyze Eco-maps and Genograms of clients
 - Assist with program evaluations
 - Represent the agency at community fairs and other public events
 - Attend community meetings addressing issues of concern for client populations
 - Shadow multidisciplinary staff
 - Facilitate psycho-educational groups
 - Attend professional meetings
 - Review agency policy and procedures
 - Complete process recordings
 - Conduct case management activities
 - Participate in community organizing activities
 - Participate in program planning
 - Participate in peer reviews
 - Conduct training
 - Participate on quality assurance and process improvement teams
 - Evaluate practice
6. Educational objectives should be measurable. Examples of measurable include:
 - number of clients
 - number of assessments to be completed
 - number of meetings to attend
 - workshop planned and presented
 - development of a support group

7. Educational objectives should include timeframes for completion. Objectives must be written for the current semester, not the entire year. Examples include:
 - By the end of the semester
 - By October 30th
8. Educational objectives 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:
 - Conjoint work with supervisors
 - Observation
 - Video/Audio analysis
 - Process recording analysis
 - Role plays
 - Case presentation analysis
 - Review of documentation
 - Review of written reports or reflections
 - Evaluations from trainings
9. Learning activities must be written in complete sentences.
10. it is highly recommended students submit drafts to practicum faculty feedback before obtaining signature.
11. Final copies must be signed by students and practicum supervisors before submitting to Practicum Faculty and submitted no later than the due date listed on the practicum calendar or course syllabus.
12. Significant changes to Educational objectives once approved should be done so in writing and signed off by students, supervisors and practicum faculty.

(See the Appendix section of this handbook for an example of an Educational Objectives. Do not be restricted by this example. Draft educational objectives according to agency opportunities and student interest.)

Expenses

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

Grades

Grade assignment for the practicum is on a “Pass”, “Fail”, or “Incomplete” basis. The Pass is earned based on a 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 primarily of No Basis for Rating, Competence Not yet Demonstrated, Emerging Competence and Advancing 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 corrective action plan before the first day of the spring semester. Students not completing the requirements have to postpone the second semester of practicum and concurrent practice course for the spring semester of the following year. In this case, students must complete the practicum course requirements by to the last day of the spring semester or their “Incomplete” grade will automatically turn into a “Fail” grade, in accordance with University of Louisville policy.

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

Students who earn a grade of “Fail” for Practicum and/or Practicum Seminar and Lab courses will be referred to the Academic and Professional Standards Committee recommended to repeat the practicum and practicum seminar and lab course will be granted one of the following options:

- The grade and credit hours from the last attempt at the courses will be averaged in the cumulative GPA.
- All grades and credit hours for all attempts at the course will be averaged in the cumulative GPA.

Please note all grades earned for courses are printed on transcripts. When students repeat a course, students must register and pay tuition for the courses again.

If option one is arranged, students and Kent faculty must sign the Permit to Repeat Course Form and return it to the Registrar at the start of the semester in which the course is repeated.

Grievances

Students in disagreement with decisions of Faculty may write a letter of appeal to the Dean of the Kent School. If concerns continue, students may seek additional support and guidance by contacting the student advocate Prafula Sheth in the Office of the Dean of students at advocate@louisville.edu.

Memorandum of Agreement

The Memorandum of Agreement, school/agency contract, 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 Memorandum of Agreement form is included in the Appendix section of this handbook.

The representative of the agency and/or Kent School, after consultation with the student and Practicum Faculty Liaison, may suspend the participation of said 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.

Orientation to the Agency and Schedule Plan

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

Orientation to Practicum

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

Performance Evaluations

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

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

1. Assess student progress in achieving the stated goals
2. Provide Kent School with appropriate information about student performance and serve as a basis for student grades in the practicum course
3. Enable students, practicum supervisors and practicum faculty to collaborate in educational planning and assessment of student performance

4. Enable students, practicum supervisors and practicum faculty, to assess student performance as a guide for future teaching and learning opportunities and experiences.

Evaluation Procedures of Student Performance in Practicum

The Performance Evaluation Form is designed to allow students and supervisors to easily track performance across the academic year in one document. Assessments are made at mid-term and at semester's end for both semesters. A separate signature page should be completed with each evaluation. Practicum Faculty should be provided a copy of the evaluation document at each visit with the exception of the Final visit of the academic year at which time, Practicum Faculty will retain the original document. The document becomes part of students' permanent records at Kent School.

The Performance Evaluation of student competencies is to be completed by the Practicum Supervisor. It is expected task supervisors responsible for supervising student activities will be consulted, and that students will be required to orally or in writing present practicum supervisors with their own assessment of their performance. For each competency the Practicum Supervisor should assign a rating and as well as provide supporting examples for the rating. The ratings should be considered in terms of BSW level practice.

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

The Performance Evaluation Form is provided in the Forms Section of the practicum website at <http://louisville.edu/kent/programs/bsw/bswpracticum/>.

Personal Health and Injury

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

Practicum Course Credit

Academic course credit for the practicum (SW 470 6 hours and SW 471 6 hours) is earned only when the practicum has been satisfactorily completed. Students who withdraw from practicum do not earn any credit--either in terms of clock hours or course credit hours--for any time spent in the placement, just as students who withdraw from other courses do not earn any credit for the hours they have attended class. Under exceptional circumstances, when students are transferred from one placement setting to another the number of clock hours, if any, credited for the initial placement is determined by the Assistant Director of Field Education. Credit for such hours is not to be routinely expected by students. Practicum faculty and the subsequent agency may be willing to allow this credit and accept a transferred student for fewer than the number of clock hours typically required, but are not obliged to do so. Students transferring from one placement agency to another may be required to complete additional hours, beyond

the minimum total practicum hours required, to gain an orientation to the new agency and complete educational objectives.

Problem Resolution

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

1. While all students should have ongoing supervisory review and consultation, early recognition and feedback of serious performance problems are especially important. Practicum supervisors and practicum faculty should communicate their observations and concerns to each other as soon as they are identified. Students, as well as clients, are better served by early recognition of significant performance problems. Practicum supervisors and practicum faculty are in positions to detect these kinds of deficits, and each have the responsibility to initiate communication with each other. Practicum supervisors usually become aware of student concerns first and should initiate contact with practicum faculty concerning students at this time. Experience with problem situations indicates that early contact, even if it seems premature, offers an increased possibility of a more complete, favorable resolution of the situation. Together, practicum supervisors and practicum faculty can explore all facets of concerns and seek a consensus of understanding.
2. If in doubt as to whether a particular deficit is serious or major and merits particular attention, practicum supervisors and practicum faculty should discuss it with each other. There is sufficient program flexibility and resources within the university and the community to give students time and support to deal with personal problems which affect their education. Career and psychological counseling, additional work or life experience, reconsideration of career goals, etc. all may be part of a response to these problems.
3. When students perform poorly in placement, the treatment and service needs of clients, and/or the needs of the agency for critical administrative products (i.e. grants) or community assignments, become the higher priority. In these situations, practicum supervisors and practicum faculty should act to protect the needs of clients and agencies to ensure appropriate service activities.
4. Practicum faculty and practicum supervisors need not, and should not, be therapists to students. Practicum education does not permit automatic access to students' private lives or personal problems. We have the right and the obligation to expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially, to bring to the attention of students serious performance deficits. At that point, students may voluntarily share personal information to explain or rationalize their poor performance. It is important that this personal information be treated confidentially and that students be provided with guidance, resource information, and concerned support. At the same time, they may need to be relieved of client responsibilities, based on the collective judgment of practicum supervisors and practicum faculty. It is not unlike the response of a staff supervisor in recognizing an employee's performance deficits and referring to an

employee assistance program. Referral to practicum faculty and/or, faculty advisors will ensure proper referral to campus and community resources.

5. Students, practicum supervisors and practicum faculty will meet to develop written corrective action plans for students to foster development to meet to the standard of performance. Deadlines will be established for demonstration of the desired behavioral changes along with a notation that failure to demonstrate sufficient improvement may result in a failing grade in the practicum course. Students, practicum supervisors and practicum faculty should all sign and date corrective action plans. Copies of the corrective action plans will be given to students and practicum supervisors. Practicum faculty will retain original documents for attachment to students' practicum evaluations. The template for the corrective action plan is available in the Forms section of the BSW practicum website <http://louisville.edu/kent/programs/bsw/bswpracticum>.

In some instances, students may be asked to write a reflection paper, demonstrating an understanding of the problem and the plan to remediate the situation. Students may also be given additional practice assignments to demonstrate particular skills needed to satisfy the educational expectations of practicum. Students may also be given a grade of "Incomplete" for the semester, to allow more time for demonstration of satisfactory progress in practicum. Other strategies may include weekly activity/time reports, process recordings, modified educational objectives, and consultation with counselors or other professionals. Any written papers should follow the APA style as for other courses in the curriculum. 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. At the agreed upon date, students, practicum supervisors, and practicum faculty will meet to evaluate student progress in terms of the Corrective Action Plan. A decision will be made whether the practicum should proceed without further action, if further adjustments are needed to educational objectives or if termination of practicum is warranted. The Corrective Action Evaluation should be completed and signed by students, practicum supervisors, and practicum faculty. The Corrective Evaluation can be found in the forms section of the BSW Practicum website at <http://louisville.edu/kent/programs/bsw/bswpracticum>. Practicum Faculty should retain to original copy and attached it to the Final Evaluation.

Concerns Raised by Students

Students experiencing concerns in practicum agencies should first discuss issues with practicum supervisors. Should concerns continue or problems are not resolved, students should consult with practicum faculty for guidance. Practicum faculty may counsel students and consult with

practicum supervisors or convene meetings with students and practicum supervisors to assess and address concerns. All efforts to address student concerns should be documented.

Concerns Raised by Practicum Supervisors

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

Concerns Raised by Practicum Faculty

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

Professional Conduct and Appearance

Students will 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.

Professional Liability Insurance

All Kent School students enrolled in a practicum must carry student liability insurance for the duration of their practicum and must provide proof of this coverage to the Field Education Office by August 1st. This applies also to students who are 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 doing on-job practicum and who are provided with student liability insurance coverage by their employer may request a waiver by submitting a statement on the employer letterhead stationery with signature by their supervisor. Applications for membership in NASW is available online at <http://www.socialworkers.org/>. Students may obtain student liability insurance coverage from any insurance company of their own choosing.

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

Students should provide proof of student liability insurance coverage to their practicum supervisors during the first week of practicum.

PLEASE NOTE CAREFULLY THAT TO PURCHASE NASW PROFESSIONAL LIABILITY INSURANCE YOU MUST:

1. If not already a student member of NASW, students should make application to the NASW (<http://www.socialworkers.org/>) and apply for the malpractice insurance available through NASW (<http://www.naswassurance.org/>).
2. Those using an address in Louisville should submit 5% for the Municipality tax along with the 1.5% state surcharge. Students residing outside Louisville must include the municipality tax required for their city.
3. Students living outside of Louisville and/or who are not residents of Kentucky should check with their State NASW to learn if you will also be charged a surcharge and if so, how much.
4. Policies date first of the month following receipt and acceptance of the application and check.
5. It is also strongly recommended that students keep photocopies of all applications and all checks.

NASW – ASSURANCE TRUST ***You Need Continuous Malpractice Coverage Throughout Your Career— Here’s Why - Every time you work with a client, you run the risk of a lawsuit.*** Clients can sue not only you, but others can as well—parents, spouses, or others acting on the client’s behalf. If you do not work directly with clients yourself, you *still* can be sued for the conduct of a person you supervise, teach, or train. And although good, ethical practice helps, it is not sufficient protection. Even if the charges are unjustified, you will still have to pay to defend yourself, and the legal fees can add up quickly.

In these litigious times, a vast range of “wrongful acts” leave social workers open to being sued. Allegations can include improper diagnosis; treatment without consent; incorrect treatment; reporting abuse *or* failure to refer a client; failure to prevent a client’s suicide; dual relationship with a client, sexual or otherwise; breach of confidentiality. These are just a few of the “wrongful acts” for which social workers are being sued.

Even if your employer provides some malpractice coverage, you’d be wise to carry your own personal policy that looks out for you. That way you can control your personal coverage and benefits and the quality of your protection. And your own policy may become critically important when you change jobs. Many suits are brought years after the social worker’s alleged error or omission occurs. Years later, you may find you are held liable for an incident that occurred in your previous job, and there is no longer protection from your former employer’s insurance.

That’s why it’s so important to continuously carry your own personal coverage throughout your career—so that you are seamlessly protected by a policy that protects your interests first and foremost.

The NASW Assurance Services offers a wide range of plans to suit your needs: Individual and corporation coverage...student coverage...coverage for social work schools that protects both students and faculty...coverage for social service agencies.

For more information, brochures, and application forms:

Contact the NASW Assurance Services at 800-355-3869, or email at naswassurance.socialworkers.org, or Fax 202-336-8318

Visit The NASW Assurance Services on the NASW Website at <http://www.socialworkers.org/assurance>

Programs Administered by: American Professional Agency, Inc. 800-421-6694 est. 265

Visit American Professional Agency on the Web at <http://www.americanprofessional.com>

Programs Underwritten by: American International Group (AIG)

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.

Sexual Harassment

Students who experience sexual harassment in practicum should report all incidents immediately to practicum supervisors and practicum faculty. The University of Louisville will not condone such behavior and maintains policy regarding this. Refer to the following website for further information: <http://louisville.edu/hr/affirmativeaction/sexualharassment/policy.html> .

Students are also encouraged to review the NASW Code of Ethics, sections Social Worker's Ethical Responsibility to Clients, 1.09 Sexual Relationships, 1.11 Sexual Harassment, Social Workers' Ethical Responsibilities to Colleagues, 2.07 Sexual Relationships, 2.08 Sexual Harassment, 2.11 Unethical Conduct of Colleagues. A copy of the NASW Code of Ethics is available in the Appendix section of this handbook.

Student Conduct

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

NASW Code of Ethics

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

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 and 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 <http://louisville.edu/dos/policies-and-procedures/code-of-student-conduct.html>.

Termination of Practicum

When practicum is terminated and the decision is made not to place students in another practicum agency, students, as well as, students' academic advisors are notified. Students may be required to withdraw from the concurrent seminar and lab and practice courses. Students will be counseled on the termination and will receive a formal letter of termination from the Field Education Office. Students may appeal the decision following the guidelines for the Academic and Professional Standards Review Committee.

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. (See copy in the Appendix of this handbook)
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 a Corrective Action Plan

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

Transfer Life Credit Policy on Life and Previous Work Experience

As a program accredited by the Council of Social Work Education, The Kent School of Social Work does not waive any practicum requirements for previous work or life experiences as per the CSWE's Educational Policy and Accreditation Standard, 3.2.5 "the program has a written policy indicating that it does not grant social work course credit for life experience or previous work experience." The standards are also available in the Appendix section of this handbook.

Transportation

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

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

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

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

Volunteering in the Practicum/Agency

Students who have completed practicum for the academic year, submitted all assignments and required hours, and who wish to remain involved with practicum agencies in a volunteer role must first complete and sign the Volunteer Statement and submit it to practicum faculty at the

Final Evaluation Conference. A copy of this form is available in the Forms section of the BSW Practicum website at <http://louisville.edu/kent/programs/bsw/bswpracticum>.

Weapons

Students are not permitted to carry weapons while in practicum, regardless of whether the student has a valid permit.

PART FOUR – STUDENT RESOURCES

Cardinal Angels

Office of the Dean of Students
Student Activity Center, W301
Phone: 852-5787
Hours: Monday – Friday, 8:30 AM – 5:00 PM

The Cardinal Angels are available to assist members of the U of L community who are experiencing a time of difficulty such as illness, hospitalization, death in the family or other extenuating circumstances. The Angels can serve as a link with University offices, instructors and services.

Career Development Center

Houchens Building, LL03
Phone: 852-6701
<http://louisville.edu/career/>
Hours: Monday – Fridays, 9:00 – 5:00 PM

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

Counseling Center

Student Health and Counseling Building
2207 S. Brook Street
Phone: 852-6585 Fax: 852-0291
<http://louisville.edu/counseling/>
Hours: Mondays – Fridays, 8:00 AM – 8:00 PM
Appointments: Call or stop by Center

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.

Counseling and referral services are confidential to the limits specified by law.

Disability Resource Center

Stevenson Hall, 119
Phone: 852-6938 Fax: 852-0924
<http://louisville.edu/disability>
Hours: Mondays – Fridays, 8:00 AM – 5:00 PM (Evening hours available on request)

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.

Office for LGBT Services

Red Barn, Room 104

Phone: 852-0696

<http://louisville.edu/lgbt/>

Hours: 9:00 AM – 7 PM weekdays, Call for an appointment

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 Health Building, Room 100

Phone: 852-2663

Phone: 852-6111 (on campus emergencies)

Phone: 877-803-7577 (off campus emergencies)

<http://louisville.edu/peacc/>

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 <http://louisville.edu/org/peacc>. 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

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

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

For more information on seeking assistance with sexual harassment see <http://louisville.edu/hr/affirmativeaction/sexualharassment/procedures.html>

Sexual Harassment involving student to student will be handled under the Code of Student Conduct <http://campuslife.louisville.edu/policies/studentconduct.html> and students may contact the following:

Michelle Clemons Email: michelleclemonsmjclm01@louisville.edu

Assistant Dean of Students

Student Activities Center, W301

Phone: 852-5787

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 <http://bsw.ky.gov/> and in Indiana at <http://www.in.gov/pla/social.htm>. Information about other state license boards may be found via the Association of Social Work Boards website and selecting "Find a licensing board" at <http://aswb.org/>.

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.

Student Financial Aid Office

110 Houchens Building

Phone: 852-5511 Fax: 852-0182

<http://www.louisville.edu/student/services/fin-aid>

Hours: Monday – Friday, 9:00 AM – 5:00 PM, (T & W until 5:30 PM during fall and spring semesters when classes are scheduled)

This office awards over \$80.5 million in 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.

Student Health Services

Cardinal Station

215 Central Avenue, Suite 110

Phone: 852-6446 Fax: 852-0660

<https://louisville.edu/campushealth/>

Hours: Mondays, Tuesdays, Wednesdays, and Fridays 8:30 AM – 4:30 PM; Thursdays 10 – 4:30PM. Changes in hours are sometimes unavoidable; if possible, please call ahead. Call for summer hours.

Emergency services 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.

Student Grievances

Office of the Dean of Students

Student Activity Center, W301

Phone: 852-5787

Brenda Hart, Student Grievance Office

Phone: 852-6102 Email: brenda@louisville.edu

It is expected that students first address concerns with the Dean of their school. If concerns continue then students may access additional support and resources through the Office of Dean of Students. Student advocate: Prafula Sheth, 852-8113 or email at advocate@louisville.edu (Provost Office).

University Writing Center

Ekstrom Library, 312

Phone: 852-852-2173

<http://louisville.edu/writingcenter/>

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 SEVEN – APPENDIX

BSW Practicum Calendar
SW 470/SW 471 Practicum I and II
Kent School of Social Work – University of Louisville
2011 - 2012

FALL SEMESTER 2011

| | |
|--------------------------|---|
| August 15 | Practicum Supervisor Orientation |
| August 17 | Practicum Student Orientation |
| August 22 | First Day of Fall Semester, Fall Practicum Begins |
| August 26 | Practicum Supervisor Orientation |
| September 5 | Labor Day Holiday |
| September 7 | August Monthly Reports |
| September 23 | Educational Objectives Drafts Due |
| October 7 | September Monthly Reports |
| October 3 - 14 | Mid-Term Evaluation Conferences |
| October 10 - 11 | UofL Mid-Term Break |
| October 13 | Last Day to Withdraw |
| November 7 | October Monthly Reports, Critical Reflection Paper |
| November 23 - 27 | Thanksgiving Holiday Break |
| November 28 - December 5 | Final Evaluation Conferences |
| December 5 | Last Day of Practicum |
| December 7 | November Monthly Reports, All practicum paperwork due |
| December 15 – January 8 | University Winter Break |

SPRING SEMESTER 2012

| | |
|-----------------------|---|
| January 9 | First Day of Spring Semester, Spring Practicum Begins |
| January 7 | December Reports |
| January 16 | Martin Luther King, Jr. Holiday |
| January 23 | Educational Objectives Drafts Due |
| February 7 | January Monthly Reports |
| February 27 – March 9 | Mid-Term Evaluations Conferences |
| March 1 | Last day to Withdraw |
| March 7 | February Monthly Reports, Critical Reflection Paper |
| March 12 - 18 | University Spring Break |
| April 7 | March Monthly Reports |
| April 16 – April 23 | Final Evaluation Conferences |
| April 14 | BSW Capstone Presentation |
| April 23 | Last Day of Practicum |
| April 23 | April Monthly Reports, All Practicum paperwork due |
| May 12 | UofL Commencement – Congratulations Graduates!!! |

Practicum Hours Schedule

Kent School of Social Work – University of Louisville

2011-2012

Fall 2011 Practicum Schedule

| | | | | |
|----------------|--------|-----------------|--|-----------------------------------|
| Orientation | | 8/17/11 | 3.0 Hours | |
| | | | Minimum Cumulative Hours Expected Each Week | |
| Week 1 | ending | 8/28/11 | 19 Hours | |
| Week 2 | | 9/04/11 | 35 | |
| Week 3 | | 9/11/11 | 51 | Labor Day |
| Week 4 | | 9/18/11 | 67 | |
| Week 5 | | 9/25/11 | 83 | |
| Week 6 | | 10/02/11 | 99 | |
| Week 7 | | 10/09/11 | 115 | |
| Week 8 | | 10/16/11 | 131 | Mid-Term Break |
| Week 9 | | 10/23/11 | 147 | |
| Week 10 | | 10/30/11 | 163 | |
| Week 11 | | 11/06/11 | 179 | |
| Week 12 | | 11/13/11 | 195 | |
| Week 13 | | 11/20/11 | 211 | |
| Week 14 | | 11/27/11 | 219 | Thanksgiving Break |
| Week 15 | | 12/05/11 | 225 | Last Day of Fall Practicum |

Spring 2012 Practicum Schedule

| | | | | |
|----------------|--------|----------------|------------|--|
| Week 1 | ending | 1/15/12 | 16 | |
| Week 2 | | 1/22/12 | 32 | Martin Luther King Day |
| Week 3 | | 1/29/12 | 48 | |
| Week 4 | | 2/05/12 | 64 | |
| Week 5 | | 2/12/12 | 80 | |
| Week 6 | | 2/19/12 | 96 | |
| Week 7 | | 2/26/12 | 112 | |
| Week 8 | | 3/04/12 | 128 | |
| Week 9 | | 3/11/12 | 144 | |
| Week 10 | | 3/18/12 | 144 | University Spring Break |
| Week 11 | | 3/25/12 | 160 | 176 |
| Week 12 | | 4/01/12 | 176 | 192 |
| Week 13 | | 4/08/12 | 192 | 208 |
| Week 14 | | 4/15/12 | 208 | 224 |
| Week 15 | | 4/23/12 | 225 | 225** Last day of Spring Practicum*** |

* 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.

** If you work through spring break you will complete practicum one week early. You need to work 17 hours in Week 13 to complete practicum without needing to return in Week 14 for 1 hour.

*** If you complete 17 hours in Week 14, you will not have to return to complete 1 hour in Week 15.

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

| DATE | ACTIVITIES |
|-------------------|---|
| Week One | <ul style="list-style-type: none"> • Prepare written schedule for student’s practicum • Discuss supervisory style and student’s learning style; explore issues of cultural diversity in the supervisor-student relationship • Discuss the language and jargon used for the particular setting. Discuss use of formal or informal titles for agency personnel. • Establish weekly supervisory session time/place • Introduce & identify personnel who will serve as a back-up supervisor in absence of practicum supervisor • Introduce co-workers and other agency personnel; identify staff who may provide consultation for student • Tour agency; include office/work site for student; tour satellite offices • Explain parking procedures; obtain parking pass, I.D. card; lunch routine • Provide introduction to agency mission, goals, philosophy • Provide organizational chart depicting program/unit where student will work • Explain how student fits into agency structure; student’s role in staff meetings/ committee meetings; how agency staff are notified about student role; how client’s 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 | <ul style="list-style-type: none"> • Shadow/observe agency staff in activities • Shadow agency staff in visits to major resources used by agency • Identify significant internal agency resources; establish schedule to visit • Identify significant community resources; establish schedule to visit • Identify internal agency training opportunities; schedule attendance and register • Identify community conferences/seminars opportunities; schedule attendance and register • Address issues of staff safety, in the office and in the community, including agency policies related to reporting incidents of threats/violence • Review Social Work Practice and Seminar and Lab Syllabi for student’s particular course, during supervisory session; review • Complete Monthly Activity Report for August and submit to Practicum Faculty |
| Week Three | <ul style="list-style-type: none"> • Develop draft of Practicum Educational Objectives (see guidelines in the field |

| | |
|-------------------|---|
| | <p>handbook).</p> <ul style="list-style-type: none"> • Review student's monthly report and time log to faculty liaison • Explain source of agency clientele; demographics of agency's community/geographic area; transportation system used/available for clients; resources within the agency's community/geographic area • Review client-related issues: student's inexperience, personal safety, professional boundaries, managing personal emotions • Shadow/observe agency staff in activities • Discuss effective use of practicum supervisor; establish agenda outline for supervisory sessions incorporating educational goals • Prepare to assign student's first client to begin next week/fourth week in practicum |
| Week Four | <ul style="list-style-type: none"> • Finalize draft of Practicum Educational Objectives and present to Practicum Faculty • Introduce legal issues involved in providing services to agency clientele • Explain/discuss relationship of agency within the larger community network; history of agency; funding sources for agency • Review agency record keeping systems/practices; establish student's access to agency/client records • Begin work with student's first assigned case, if not already begun • Define success with clients in this agency |
| Week Five | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Discuss agency requirements and expectations to achieve a grade of pass in the practicum: attendance/punctuality, abiding by the NASW Code of Ethics, following agency policy, contradiction of practicum supervisor's instructions, behaving with agency colleagues in a professional manner, informing practicum supervisor of student's activities and client's issues in a timely manner, acting interdependently rather than independently, etc. • Review together the General Practicum Education Policies in the field handbook • Discuss how student's evaluation are conducted |
| Week Seven | <ul style="list-style-type: none"> • Complete Monthly Activity Report for September and submit to Practicum Faculty |
| Week Eight | <ul style="list-style-type: none"> • Mid-Term evaluations due, see deadline in BSW Practicum Calendar • Final Practicum Educational Objectives signed by supervisor and practicum faculty |
| Week Nine | |
| Week Ten | |

| | |
|----------------------|---|
| | |
| Week Eleven | <ul style="list-style-type: none"> • Complete Monthly Activity Report for October and submit to Practicum Faculty |
| Week Twelve | |
| Week Thirteen | |
| Week Fourteen | |
| Week Fifteen | <ul style="list-style-type: none"> • Final day of Practicum, see deadline in BSW Practicum Calendar • Conduct Final student evaluation • Complete Monthly Activity Report for November and submit to Practicum Faculty |
| Week Sixteen | <ul style="list-style-type: none"> • Final evaluations due in Field Education Office, see deadline in the field handbook |

Sample Practice Behaviors and Objectives

Do not allow this list to stifle 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

Example practice behaviors

- Prepare for supervision weekly by completing an agenda which includes a list of activities; status of assignments; problems, concerns, and questions; etc.
- Attend and actively participate supervision
- Read the social work job description and complete agency orientation
- Attend professional development events and prepare a reflection regarding observations and new learning and how it applies to practice
- Develop and implement a self-care plan

Example learning activity

- 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 write in a reflection journal my observations and activities before leaving practicum each day and discuss it with my supervisor weekly through the end of the semester.

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

Example practice behaviors

- Explore issues in professional ethics through process recordings and supervision
- Participate in professional organization activities
- Complete a personal values inventory and write a reflection to process in supervision
- Research mandatory reporting laws
- Attend professional development activities

Example learning activities

- I will attend at least two professional development in services, trainings, or workshops related to the agency setting and share my observations and learning with my supervisor in written summaries by the end of the semester.
- I will interview three social workers in the agency regarding the most common ethical dilemmas encountered and how they are 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 in supervision by 9/17th.

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

Example practice behaviors

- Observe and co-facilitate group sessions
- Conduct a case presentation
- Explore the literature regarding best practices; discusses in supervision and/or present in a staff meeting

Example learning activities

- I will research and prepare a presentation on best practice for engaging a specific client 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

Example practice behavior

- Conduct a cultural competence assessment of the agency using the NASW cultural Competence standards

Example learning activity

- I will conduct a cultural competence assessment of the agency and write a summary of the result and share it with my supervisor by the end of the semester.

2.1.5 Competency: Advance human rights and social and economic justice

Example practice behavior

- Identify institutional challenges faced by clients

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.

2.1.6 Competency: Engage in research-informed practice and practice-informed research

Example practice behaviors

- Interview agency personnel responsible for research, grant writing, and outcome measures
- Research and review articles addressing client and/or agency issues
- Plan an intervention based on research and evaluation plan for a client or group session

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

Example practice behaviors

- Observe intake assessments, and identify in supervision how the person in environment and strengths perspective impacted the assessment
- For observed assessments, document using agency format, compare with official assessment to explore differences, and identify areas for improvement and process with the social worker or supervisor.
- Conduct a co-interview and document the assessment and meet with the social work or supervisor to process strengths and areas for improvement
- Conduct an intake assessment using the person in environment and strengths perspective. Explain concepts as it applies to the client in supervision.
- Use eco maps to help identify client system

Example learning activity

- I will examine and explain how the person in the environment and strength perspective apply to make assessment of at least clients in supervision by November 1st.

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

Example practice behaviors

- Identify agency, local, state, and federal policies which impact clients and service delivery
- Attend and report on coalition meetings

Example learning activity

- I will participate in coalition meeting monthly and discuss my observations, questions, in supervision through the end of the semester.

2.1.9 Competency: Respond to contexts that shape practice

Example practice behaviors

- Attend coalition meetings
- Identify the strengths and needs of the community
- Work with agency staff in evaluating a project or program
- Attend board meetings

Example learning activities

- I will visit at least 3 service providers who also work with the agency's client to learn more about their services and community resources and I will write a summary of my findings to discuss in supervision by the end of the semester 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

Example practice behaviors

- Observe, co-lead, and independently conduct interviews of client systems
- Use assessment tools to identify clients, concerns and needs
- Identify appropriate resources and services; and set goals with client systems
- Conduct case management activities
- Plan a method of evaluation for effectiveness of interventions used with client systems
- Complete process recordings with self-reflection to discuss in supervision

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 prepare and conduct at least one case presentation and process feedback with my supervisor by the end of the semester.
- I will complete 5 process recordings or be observed by a social worker when I interview clients to process feedback on my interviewing skills by the end of the semester.

Memorandum of Agreement
Kent School of Social Work – University of Louisville

Between the Raymond A. Kent School of Social Work, University of Louisville and

This Memorandum of Agreement, entered into this _____ day of _____, 20____ for the academic year _____, establishes an agreement between the University of Louisville on behalf of the Kent School of Social Work, (hereinafter referred to as Kent School) and _____

(hereinafter referred to as agency). It specifies the basis on which the agency will serve as an educational facility for Kent School students and in which faculty-based personnel will provide educational direction of students assigned with said agency. The purpose of this agreement is to specify the general activities planned and the assignment of responsibilities between the parties.

A. It is agreed and understood that:

All parties to this agreement are equal opportunity employers.

The agency will serve as an educational facility for Kent School students in such number and at such time as the parties hereto mutually agree. The particular facilities to be used, the number of students and the particular supervision-consultation to be provided will be determined by mutual agreement of the parties, as governed by the stated stipulations.

1. Students in this educational program **WILL/ WILL NOT** (circle one) receive remuneration. (If will receive remuneration from the agency, please specify in the Addendum.)
2. Kent School does not assume responsibility for or provide insurance against any liability students.
3. The agency **DOES /DOES NOT** (circle one) assume responsibility for or provide insurance for any liability which might be assessed due to negligence or malpractice by the student.

4. The representatives of the agency and/or Kent School, after consultation with the student, may suspend the participation of said 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.
 5. Agency regulations, policies, procedures and goals will be applicable to the Kent School students while they are engaged in the educational program, unless otherwise stated in writing by both parties. These policies, procedures and goals will be described during the student's orientation to the agency and will be reviewed periodically.
 6. All days and hours for the student's participation in the educational program shall be arranged between the Faculty Liaison and the agency representative in accord with Kent School policy.
- B.** The scheduling of activities of students in the educational program will be in accordance with the schedule of courses at Kent School and will be explored and planned with the appropriate faculty personnel of the Kent School and the agency in which the educational program is conducted. Planning of the specifics of the program shall be a joint effort of the Agency Practicum Supervisor and the Kent School Faculty Liaison. The paramount consideration in determining student assignments and in the implementation of other facets of the educational program will be the achievement of optimum educational opportunities and experiences for the student, while maintaining appropriate safeguards of the clients and agency standards of service.
- C.** Kent School will provide a faculty member designated as the Faculty Liaison, who will be:
1. responsible to the Kent School for the attainment of educational goals.
 2. responsible for planning the student's general orientation to the Practicum experience, in consultation with the Agency Practicum Supervisor.
 3. responsible for the orientation of appropriate agency personnel to the educational objectives and methods of the educational program.
 4. responsible for providing instruction and educational direction of the student, to provide linkage between the practicum experience and the classroom/academic experience.
 5. responsible, with the Agency Practicum Supervisor, in evaluating the student's educational program and evaluating the student's performance.

D. The agency will:

1. provide staff and time for planning, with the Kent School Faculty Liaison, for appropriate student practicum learning opportunities.
2. Provide staff and time for planning, with the Kent School Faculty Liaison, for the orientation of students to the agency's policies, programs, procedures and objectives.
3. Expect that the student will abide by ethical standards of professional practice.
4. Provide staff members in addition to the Agency Practicum Supervisor, who may be used as supervisors of students in the educational program when this is deemed appropriate/advisable by the Agency Practicum Supervisor and the Kent School Faculty Liaison.
5. Provide practicum learning opportunities and assignments necessary to implement the educational objectives.
6. Provide suitable environmental accommodations and facilities for the student, compatible with effective learning.

This Memorandum of Agreement shall be effective for the academic year and shall be reviewed annually. Subject to such revisions as are mutually agreeable at the time of the annual review, the duration of the Agreement shall be continuous. Either party may terminate the Agreement at the end of any academic year, in writing by certified mail. Immediately prior to the initiation of the educational program, and each year thereafter, the agency and the Kent School will prepare jointly, if necessary, an Addendum of Specification to be appended to this original Memorandum of Agreement, and thereby incorporated herewith.

SEE NEXT PAGE FOR SIGNATURES

MEMORANDUM OF AGREEMENT

PAGE 4

In testimony whereof witness the duly authorized signature of the parties hereto:

_____ Signature(s)

_____ Name(s)

(Please Print)

_____ Title(s)

_____ Agency

_____ Agency Address

_____ Agency Telephone _____ Date

Approved by:

_____ Date _____

Terry L. Singer, Ph.D.
Dean, Raymond A. Kent School of Social Work
University of Louisville

_____ Date _____

Martha A. Fuller, MSSW
Director of Field Education
Raymond A. Kent School of Social Work
University of Louisville

ADDENDUM OF SPECIFICATION

To be appended if there are specifics not included in the attached Memorandum of Agreement. If conflict occurs between the terms of the Memorandum of Agreement and the Addendum of Specification, the Addendum of Specification takes precedence.

National Association of Social Workers Code of Ethics

A complete copy of the NASW Code of Ethics can be found on the National Association of Social Workers' website at <http://www.naswdc.org/pubs/code/code.asp>.

Council on Social Work Educators Educational Policy and Accreditation Standards

A complete copy of the Educational Policy and Accreditation Standards may be found on the Council on Social Work Education at <http://www.cswe.org/File.aspx?id=13780>.

Confirmation Form

**SW 470/SW 471 Practicum I and II
Kent School of Social Work – University of Louisville**

BSW FIELD EDUCATION HANDBOOK 2011-2012

I verify that I have read the Kent School of Social work's *BSW Field Education Handbook*. Any questions I had about the contents of this Handbook have been answered and I fully understand the policies, procedures, and guidelines included.

I paid particular attention to the section Part Four "General Field Education Policies and Guidelines".

I agree to abide by the policies, procedures, and guidelines of the practicum.

I have also read the NASW Code of Ethics and the University of Louisville's Student Code of Conduct, and I agree to abide by these ethical guides.

Print Student's Name

Student's Signature

Date

Submit this document to Practicum Faculty by 9/7/11

