

University of Louisville

2023 - 2024

Practicum Education Handbook



RAYMOND A. KENT SCHOOL OF
SOCIAL WORK & FAMILY SCIENCE

This Handbook documents policies and procedures set by the Graduate Council, the Kent School of Social Work and Family Science, and the Practicum Education Program and is updated each academic year to reflect changes and updates to policy. While every effort has been made to make the Handbook accurate as of the date of publication, the Practicum Education Program of the Kent School of Social Work and Family Science reserves the right to change programs of study, academic policies, academic requirements, fees, course information, procedures for the confirmation of degrees, or the announced academic calendar and related deadlines without prior notice.

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From the Dean's Desk

Welcome to the Raymond A. Kent School of Social Work and Family Science at the University of Louisville. At the Kent School, we offer dynamic educational opportunities for students interested in our five academic degree programs. We offer the Bachelor's of Social Work (BSW), Master's of Science in Social Work (MSSW), Research Doctorate in Social Work (Ph.D.), Practice Doctorate in Social Work (DSW), and a Master of Science in Couple and Family Therapy (MSCFT). Our top-notch faculty are widely recognized for their research, teaching, and service expertise. They will guide your development during your time at the Kent School. We have dedicated and engaged staff who support our collective mission of addressing complex social problems through education, research, and service.

At the Kent School, you will find a strong generalist orientation in the foundation curriculum preparing you for work with client systems ranging from individuals to groups, families, organizations, and communities. In the advanced curriculum, you will use complex critical thinking and best-practice evidence to deepen your understanding of social challenges. Our faculty are engaged in interdisciplinary research seeking answers to complex social issues – enhancing the classroom experience. Also, dual degrees in law, theology, women and gender studies, bioethics, and Pan African studies enable students to reach their professional goals within the context of social work.

Thank you for your interest in being a difference-maker in the lives of individuals and families who are the fabric of our society. Many people watch the world happen around them and only hope to be a difference-maker. On the other hand, social workers and therapists boldly decide to influence people's lives by offering support, helping them generate ideas, and making space for individuals to maximize their potential. In short, by furthering your education and professional development here at the Kent School, you will join us in our pursuit of making the world a better place, one person and family at a time. Thank you for choosing that pursuit and trusting us to join you in your educational quest and career journey.

Welcome to the Kent School family!

John W. Miller Jr., Ph.D.
Dean & Professor
Raymond A. Kent School of Social Work & Family Science

From the Interim Director of Practicum Education:

Welcome to this year in Practicum!

Your practicum experience is a key component of your social work education. In your practicum placement you will have the opportunity to apply classroom learning to work with individuals, families, groups, organizations, and communities. You will have the opportunity to integrate theory with practice. You will develop and demonstrate your growing skills as a social worker, and you will discover strengths you have and develop more. You will continue to develop your identity as a professional social worker. As you finish this year in practicum you will be more prepared to serve the world with your values, ethics, knowledge, skills, and abilities.

This handbook is a guide for Practicum students, Practicum Instructors, Practicum Liaisons, Task Supervisors and Faculty. Our Practicum Program is built on the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards and the NASW Code of Ethics. The handbook provides information about the practicum program, roles and responsibilities, policies and procedures, forms, and processes. You will find many of your questions answered in the handbook. Please consult it throughout the year.

We look forward to working with you this year, and wish for you a year of discovery, and a year of growth!

Best to you,

Sharon Sanders, MA, MSSW, LCSW
Interim Director of Practicum Education
Raymond A. Kent School of Social Work and Family Science

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PART ONE - GENERAL INFORMATION

History

The Raymond A. Kent School of Social Work and Family Science 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 Practicum work each received a Certificate of Social Services from the University of Louisville's Graduate School of Arts and Sciences. From 1923 to 1926, the Louisville School of Social Work offered coursework and Practicum work at the baccalaureate level, and these courses were incorporated within the University's Sociology Department of the College of Arts and Sciences. In 1930, Professor Margaret K. Strong joined the Sociology faculty, chaired that faculty from 1931 to 1936, and in 1936 became the first Chair of the newly established Graduate Division of Administration. From 1930 until 1936, Dr. Strong, University of Louisville President Raymond A. Kent, and many members of the professional social workers in the community worked to secure accreditation that came in May 1937 from the American Association of Schools of Social Work.

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

In 1997, the Kent School began its PHD program as a collaborative effort with the University of Kentucky.

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

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

In Fall 2018 the BSW program began offering a fully online program.

In Fall 2020, the Kent School of Social Work began offering a Master of Science in Couple and Family Therapy (MSCFT) degree. Students have the option of earning a MSCFT degree only or dual masters' degrees in Social Work and Couple and Family Therapy.

In Fall 2021, the Kent School of Social Work began offering a Doctorate in Social Work degree. And, to incorporate the recently added Master of Science in Couple and Family Therapy degree, Kent School became *The Raymond A. Kent School of Social Work and Family Science*.

The University of Louisville (UofL) Institutional Mission

The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through:

1. teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars.
2. practicing and applying research, scholarship, and creative activity; and
3. providing engaged service and outreach that improve the quality of life for local and global communities.

The University is committed to achieving preeminence as a nationally recognized metropolitan research university. (<https://catalog.louisville.edu/undergraduate/about/mission-statement/2/7/23>).

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences – including race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status – that enrich a vibrant, metropolitan, research University.

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

For more information, visit the [Office of Diversity](#).

Accreditation

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

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

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

Mission Statement of the Kent School of Social Work & Family Science

The University of Louisville Kent School of Social Work & Family Science addresses complex social problems through education, research and service to create a just and better world. Social Work is

the profession that promotes or restores the relationships between people and their environment to improve the quality of life for individuals, families, communities or organizations.

BSW Program Mission:

The mission of the Kent School of Social Work & Family Science BSW program is to prepare students for generalist social work practice with diverse, vulnerable and marginalized individuals, families, groups, organizations, and communities. We take an anti-oppressive stance in educating students to intervene at the micro, mezzo and macro levels through the application of critical thinking and the incorporation of available evidence to inform practice that responds to complex social problems. The program contributes to the mission of the University as a great place to learn, by providing engaged service and outreach that improves the quality of life for local and global communities. The educational part of our mission is accomplished through theoretically and empirically driven approach to pedagogy in the on-campus and on-line instruction and transformative learning experiences.

BSW Program Goals:

- Prepare graduates for generalist social work practice with vulnerable and marginalized individuals, families, groups, organizations, and communities through the acquisition and demonstration of social work practice behaviors consistent with CSWE educational standards and policies and the NASW Code of Ethics.
- Prepare graduates to understand bio-psycho-social, spiritual, and cultural functioning and apply it to all client systems.
- Prepare graduates to promote social and economic justice through their practice with diverse client systems.
- Prepare graduates who continue to develop professionally throughout their careers to meet new challenges and opportunities.

MSSW Program Mission:

The mission of the Kent School of Social Work and Family Science MSSW Program is to prepare students for ethical, evidence-informed, advanced generalist social work practice with diverse, vulnerable and marginalized individuals, families, groups, organizations, and communities. We take an anti-oppressive stance in educating students for careers as specialized social work practitioners who apply critical thinking skills and available evidence to inform practice that responds to complex social problems. Graduates will use these skills to actively pursue social change, advocating with and on behalf of vulnerable and marginalized client systems. The program will contribute to the mission of the University as a great place to learn, by providing engaged service and outreach opportunities that improve the quality of life for local and global communities. The educational part of our mission is accomplished through theoretically and empirically driven approaches to pedagogy in the on-campus and on-line instruction and transformative learning experiences.

MSSW Program Goals:

- Prepare graduates for advanced social work practice with vulnerable and marginalized individuals, families, groups, organizations, and communities through the acquisition and

demonstration of social work practice behaviors consistent with CSWE educational standards and policies, and the NASW Code of Ethics.

- Prepare graduates who critically evaluate and synthesize knowledge from theory, empirical evidence, and professional experience on which to inform and improve practice, policy, and service delivery.
- Prepare graduates to be leaders who are committed to social justice and are effective in bringing about social change on behalf of diverse client systems.
- Prepare graduates who continue to develop professionally throughout their careers to meet new challenges and opportunities.

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 and Family Science. The Council meets twice annually and as needed to review and provide counsel regarding the Kent School curriculum, including the Practicum Education Program and other relevant school issues.

The Director of Practicum Education chairs these meetings. The Dean, the Associate Dean of Academic Affairs, the Director of the BSW Program, the Director of the MSSW Program, and the President of the Kent Alumni Association are ex-officio members of the Council. One additional faculty member rotates annually to actively involve all aspects of the curriculum. Two student members represent the BSW and MSSW programs, respectively, and serve one-year terms.

Members from the practice community serve three-year terms in staggered rotation, sustaining a minimum group size of twelve members. Members represent current practice interests and changing community needs. These members are expected to participate in matters such as:

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

Kent School of Social Work and Family Science, Restorative Solutions Committee

The purpose of the Restorative Solutions Committee is to determine the primary and contributing factors to school-related incidents of injustice (e.g., racial and identity trauma) and establish corrective and preventive steps using a restorative justice approach. The committee will identify trends and problem areas to determine if changes related to policy, procedure, and staffing are needed. Incidents can be reported by faculty, staff, students, alumni, or community partners. Incidents that are related to a current or a historical event may be received. Likewise, reports may be received that are detailed or anonymous (either because the individual who reported requested no follow up or the information provided was not specific enough for follow up). If you are a student who has experienced an incident related to any kind of oppression and would like to file a report, please contact the Restorative Solutions Committee through this link:

<http://freesuggestionbox.com/pub/rqlhqoo>

More information about the Restorative Solutions Committee and information on filing a report can be found on the Kent School website through this link: <https://louisville.edu/kent/about/restorative-solutions-committee>

Generalist and Specialized Competencies

The generalist and specialized competencies for BSW and MSSW Programs, respectively are provided below. These are consistent with EPAS 2015 and associated CSWE accreditation standards.

Generalist Competencies – EPAS 2015

Competency 1: Demonstrate Ethical and Professional Behavior

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

Social workers:

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

Competency 2: Engage Diversity and Difference in Practice

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

Social workers:

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

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

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

Social workers:

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

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

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

Social workers:

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

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role

in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

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

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the

assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

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

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

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

Social workers:

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

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand

theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

Specialized Competencies - EPAS 2015

This applies to the MSSW Program only. The following narrative describes how the MSSW Program's area of specialized practice extends and enhances the generalist competencies.

Competency 1: Demonstrate Ethical and Professional Behavior

The advanced generalist practice curriculum integrates and deepens students' understanding of ethical standards and practices learned at the generalist level. Advanced generalist practitioners think critically and systemically in analyzing and addressing the complex ethical conflicts which arise in practice at the micro, mezzo, and macro levels. Advanced generalist practitioners use a structured decision-making process to resolve ethical conflicts at the micro, mezzo, and macro levels. They analyze and evaluate social work ethical principles to guide professional practice and decision making with an understanding of their own personal values and demonstrate the skills necessary to tolerate ambiguity. Advanced generalist practitioners articulate their role in and possess the knowledge and skills necessary for engaging in advocacy at the micro, mezzo, and macro levels. Advanced generalist practitioners practice self-reflection and self-correction to assure continual professional development. Advanced generalist practitioners engage in career-long learning and skillfully use supervision and consultation to enhance their professional behavior. Advanced generalist practitioners identify, apply, and evaluate novel practice approaches that respond to a rapidly changing social, political, and technological environment. Advanced generalist practitioners understand and appraise the etiologies of pathological conditions and the diagnostic categories for psychopathology as contained in the Diagnostic and Statistics Manual.

Advanced generalist practitioners:

- Differentiate between the various roles of advocacy to determine the most appropriate approach to advocate for client accessibility to social work services.
- Practice personal reflection and self-correction by incorporating various points of view and incorporating cultural considerations when examining thoughts and feelings to assure continual professional development.
- Identify, apply, analyze, and evaluate concepts from the NASW Code of Ethics (or the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles if applicable) to guide reasoning in making ethical decisions in practice.

Competency 2: Engage Diversity and Difference in Practice

Advanced generalist practitioners extend and enhance the generalist perspective through their ability to explain, appraise, and distinguish diversity and oppression issues across the micro, mezzo, and macro levels. They incorporate the continual expansion of their knowledge in these areas into their professional practice. Advanced generalist practitioners have a comprehensive understanding of and ability to articulate and explain the processes by which structural and systemic factors drive and perpetuate inequality. They develop skills to help ameliorate varying forms of inequality. Advanced generalist practitioners can explain how intersectionality and the many individual forms of diversity and difference such as race, gender identity/expression, sexual orientation, religion, immigration status, ability, privilege and other relevant factors impact individuals, families, groups, organizations, and communities. Advanced generalist practitioners continually apply self-reflection and self-correction in their professional practice. Advanced generalist practitioners engage in an appraisal process of the changing world and practice environment and recognize and implement processes for education about diversity and difference. They can apply research knowledge of diverse populations in order to engage specialized client or constituency groups in the social work process in ways that are culturally sensitive and build on the client or constituency group system's inherent strengths.

Advanced generalist practitioners:

- Examine relevant information to evaluate the scope of complexities of cultural structures and values and how these complexities may oppress and marginalize or enhance privilege and power.
- Evaluate how diversity and difference can shape the life experiences of individuals and communities.

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

Advanced generalist practitioners extend and enhance the generalist perspective by articulating, examining and assessing common human needs and service delivery issues. They are committed to assuring that the practice settings in which they work respect and promote the rights of all those they serve. Advanced generalist practitioners can articulate different theories of social justice and can recommend different strategies for promoting social justice across multiple system levels. Advanced generalist practitioners are knowledgeable about major laws and court decisions that affect basic human rights, social, economic, and environmental justice. They value global perspectives and formulate principles of global connectedness and community.

Advanced generalist practitioners:

- Apply knowledge of the forms and mechanisms of oppression, discrimination, or historical trauma to discern impact on client systems.
- Engage in practices considered from multiple points of view to advance social and economic justice without privileging one's position.

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

Advanced generalist social workers extend and enhance the generalist perspective by demonstrating the knowledge and skills to explain, appraise, and distinguish the application of quantitative and qualitative research methods to enhance social work practice at the micro, mezzo and macro levels.

Advanced generalist practitioners integrate their research and practice skills through the evaluation of services and programs using scientifically credible research tools. Advanced generalist practitioners design research to inform and improve practice, policy and service delivery. Advanced generalist practitioners recognize and value the ways in which diversity and difference characterize and shape all human experience including the process of research. Advanced generalist practitioners develop and apply interview skills compatible with the DSM diagnostic system.

Advanced generalist practitioners:

- Use practice experience to logically inform scientific inquiry and research.
- Integrate research literature or evidence into select relevant practice interventions or develop practice interventions and articulate their implications.

Competency 5: Engage in Policy Practice

Advanced generalist practitioners extend and enhance the generalist perspective by applying, analyzing, and evaluating specific policies that impact clients and constituency groups and by developing specific approaches to influencing policies. Advanced generalist practitioners demonstrate processes of engaging in reflexive and critical community and policy practice. They recognize and critique the key policies within their micro, mezzo and macro practice settings and can think critically about the impact of these policies on clients and constituency groups. Advanced generalist practitioners are skilled at analyzing policies with a focus on evaluating how those policies enhance or constrain clients' access to social economic and environmental resources. They can formulate proposals for policies that will contribute to improved outcomes for specialized client or constituency groups. Advanced generalist practitioners value using practice to inform policy development and their role in advocating for policy reform. They also value using social policy to shape the direction of social work practice and service delivery.

Advanced generalist practitioners:

- Demonstrate understanding and application of policy analysis, formulation, and advocacy and can identify the ways in which social wellbeing may be impacted.
- Inform policy action based on perspectives of all stakeholders.

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

Advanced generalist practitioners enhance and extend the generalist perspective by applying and critiquing knowledge of relevant theoretical perspectives, based on empirical evidence, client preferences, and client/practice context, to engage with diverse client systems. They apply and critique methods/techniques for, as well as barriers to, establishing rapport and inspiring engagement across system levels. They examine the dynamics of relationships, their role in that dynamic, including assessing how their own privilege, personal experiences, culture and biases can impact the process of engagement with diverse populations and can implement strategies for addressing these challenges.

Advanced generalist practitioners:

- Identify the issues in engaging client systems in change and describe different perspectives of preparing for action with one of the following: individuals, families, groups, organizations, or communities.

- Examine and critique the ways in which power, privilege and difference may affect the establishment of the helping relationship or therapeutic relationship.

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

Advanced generalist practitioners enhance and extend the generalist perspective through their understanding of a variety of assessment tools and strategies and to apply these across micro, mezzo and macro levels. They can analyze a variety of theoretical frameworks and models related to the assessment process and articulate their reasons for choosing specific frameworks and models. Advanced generalist practitioners can present their conceptualization of issues and strengths from their assessment in ways that are culturally appropriate and sensitive. They are able to compare and critique how their own privilege, personal experiences, culture and biases can impact the process of assessment and can identify and build strategies for addressing these challenges. Advance Generalist Social Workers select valid and client-sensitive assessment protocols that are culturally responsive across diverse client systems. Advanced generalist practitioners are able to diagnosis psychopathological conditions using the Diagnostic and Statistics Manual.

Advanced generalist practitioners:

- Describe the core concepts to consider when developing detailed mutually agreed on goals and desired outcomes.
- Select the most appropriate interventions based on analysis of implications of interventions considered.

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

Advanced generalist practitioners extend and enhance the generalist perspective by integrating specialized knowledge of research evidence, theoretical models, advanced coursework, supervision, professional development activities, and practice context to inform practice decisions. They can select and demonstrate competence in the application of appropriate evidence-based intervention strategies across micro, mezzo and macro levels. They have the ability to implement intervention plans, and monitor client, constituency and system responses and outcomes to modifying strategies as needed. They are able to compare and critique how their own privilege, personal experiences, culture, and biases can impact the process of intervention and identify and build strategies for addressing these challenges. Advanced generalist practitioners value system members as contributors to resolution of their own concerns and as partners in the design, delivery, and oversight of the change process. Advanced generalist practitioners are able to develop treatment plans for individuals diagnosed as having psychopathological conditions.

Advanced generalist practitioners:

- Examine assumptions about interventions aimed to increase positive client outcomes.
- Articulate reasoning for selected interventions and methods for helping clients resolve identified problems.
- Apply the core concepts to consider when developing a detailed mutually agreed on goals and desired outcomes.

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

Advanced generalist practitioners extend and enhance the generalist perspective through an integration of specialized knowledge of how to use a variety of culturally appropriate strategies to evaluate practice across micro, mezzo, and macro levels. They understand and can apply program evaluation and other research methods to assess effectiveness and develop improvements to programs and other interventions. They value the importance of ongoing monitoring of interventions and remaining open to modification of the strategies and intervention processes as appropriate. They value the importance of including the client systems in the evaluation of their own progress toward meeting goals. Advanced generalist practitioners help clients develop the capacity to self-evaluate their own progress on goal achievement and symptom reduction. These skills reinforce independence and maintenance in the period after the professional relationship. Advanced generalist practitioners are able to use evidence gathered in an evaluation process to think critically about next steps with specialized clients/constituency groups. They understand the affective processes that may be present for both the work and the client/constituency groups in the evaluation and termination process. They apply critical thinking and analysis to develop strategies for improving their own practice and make recommendations for improvement in agency practice/protocols.

Advanced generalist practitioners:

- Formulate relevant and comprehensive questions and methods to effectively analyze, monitor, and evaluate interventions.
- Communicate knowledge of effectiveness of intervention or recommend best practices based on synthesis of relevant evidence.

BSW CURRICULUM

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

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

In the undergraduate curriculum, students are introduced to critical thinking. They are guided by faculty to develop critical thinking skills throughout all the Generalist level courses. The BSW curriculum promotes generalist practice in which the simultaneous impact of many systemic levels

(individuals, families, groups, organizations, and communities) on clients' lives is critically analyzed and recognized. The curriculum builds upon a liberal arts base that fosters an understanding of society as a complex organization of diverse people and ideas. Social problems are understood as occurring within the nexus of culture, conflict, development, ecology, and systems; as such, efforts to help or intervene must include consideration of these forces. Students will be able to identify and assess social problems critically, specifically attending to 1) how such problems are maintained, 2) how they impact the quality of people's lives, 3) cultural sensitivity and appreciation of marginalized people, and 4) how to actively promote social and economic justice. In the junior year, the focus is on the development of critical thinking skills 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.

BSW CONCENTRATION PROGRAMS

BSW Alcohol and Drug Counseling Track

BSW Public Child Welfare Certification Program

MSSW CURRICULUM

Generalist Curriculum

The Generalist 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 Generalist 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; 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 lives, 3) cultural sensitivity and appreciation of marginalized people, and 4) how to actively promote social and economic justice. In the Generalist year, the focus is on the development of critical thinking skills in all the areas mentioned. If all pre-requisite courses have been successfully completed, students in the Generalist curriculum may complete practicum during the fall/spring semesters or the spring/summer semesters.

Specialized Curriculum – Specialized Social Work Practice

The specialized curriculum seeks to develop the utilization and application of critical thinking on all levels – in reading professional writing and research, in students' practicum placements, in the classroom, and in the students' own thinking. Consistently monitoring practice ethically, evaluating theoretical principles and epistemologies, and utilizing technological advances become basic practice patterns. If all pre-requisite courses have been successfully completed, students in the specialized curriculum may complete practicum during the fall/spring semesters or the spring/summer semesters.

Specific skill sets developed include:

- 1) Creating, organizing, and integrating ideas and action on engaging diverse client systems effectively in change
- 2) Assessing, conceptualizing, and analyzing theoretical practice and research problems from multiple perspectives and utilize critical thinking skills to formulate impressions based upon the data.

- 3) Analyzing, synthesizing, and evaluating the evidence available to guide specialized social work practice.
- 4) Synthesizing, formulating, and implementing a plan of action for social work practice that addresses complex issues and problems, builds consensus, and incorporates multiple-level forces on client systems.
- 5) Analyzing and evaluating data of client progress and outcomes and assess implications and consequences of this progress and outcomes.
- 6) Synthesizing, creating, and organizing ideas from theory, research, and practice for social justice; and
- 7) Demonstrating the ability to integrate culturally competent skills into all aspects of social work practice.

These skills will be used to actively pursue social change, particularly with and on behalf of vulnerable and oppressed client systems. Students will learn how to become leaders in social change efforts focused primarily on issues of poverty, discrimination, and other forms of social injustice.

MSSW DUAL OFFERINGS

MSSW with dual degrees - Kent School currently offers six dual degrees with other disciplines and one University certificate.

- MSSW/MSCFT - Social Work and Couple and Family Therapy dual degree within the Kent School of Social Work and Family Science
- MSSW/JD - Social Work and law dual degree with the U of L Brandeis Law School
- MSSW/MDiv - Social Work and Ministry dual degree with the Louisville Presbyterian Seminary
- MSSW/MA - Social Work and Pan African Studies dual degree with the U of L Pan African Department
- MSSW/MA - Social Work and Women's Studies dual degree with the U of L Women and Gender Studies Program
- MSSW/MA - Social Work and Bioethics & Medical Humanities dual degree with U of L Interdisciplinary Graduate School
- MSSW/LALS (Latin American and Latino Studies) – UofL Graduate Certificate

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

MSSW Concentrations

Kent School currently offers six concentrations within the MSSW program.

Alcohol and Drug Counseling

Gerontology

Mental Health

Military Social Work

Psychosocial Oncology
School Social Work

When pursuing a concentration, students take specialized, competency-based courses focused on the specialty area. Students must apply separately for admission to the psychosocial oncology and school social work concentrations; enrollment is limited. Students accepted to the psychosocial oncology and school social work concentrations must complete a concentration practicum in a placement setting complementing these chosen concentrations. Every attempt will be made to arrange a concentration practicum for students in the other concentrations, but these cannot be guaranteed. Information about each concentration and the customized curriculum is available at: <http://louisville.edu/kent>

PART TWO – PRACTICUM EDUCATION IN THE CURRICULUM

Purpose of Practicum Education

The Council on Social Work Education (CSWE) identifies Practicum education as the signature pedagogy in social work education. It is here that the broad understandings, the specialized skills, the analytical judgments, and the life experiences students bring to their educational experience come together to produce informed professionals in a "practice" profession. Therefore, the 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.

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

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

Practicum Education Sequences

BSW Program

All students admitted to the BSW program are required to complete one practicum for two consecutive semesters with one social service agency. If all pre-requisite courses have been successfully completed, BSW students may complete practicum during the fall/spring semesters. All practicum courses are 3 credit hours each. These courses have a \$43 course fee per semester.

BSW Program Practicum I and II (BSW 470 and BSW 471)

The BSW Practicum is designed to provide an educationally supervised practicum within human services organizations. This is a generalist practicum work experience based on the structural/strengths model of social work practice. BSW 470 is taken concurrently with Practicum Seminar/Lab I and Generalist Practice III courses. BSW 471 is taken concurrently with Practicum Seminar/Lab II and Generalist Practice IV courses. These practicum courses integrate class assignments and assist students in developing social work perspectives and skills in working with a range of client systems: individuals, couples, families, groups, organizations, and communities. The practicum experience provides for the integration of theory learned across social work practice, human behavior, diversity, organizational and community dynamics, social policy, and research courses. Students practice under the supervision of qualified, agency-based social workers and the guidance of a school-based Practicum Liaison.

An integral feature of the practicum is the sharing of practicum experiences with other students in practice and seminar classes. These classes provide opportunities to present students' work in guided learning environments and strengthen the integration of theory and practice. Students taking BSW 470/BSW 471 complete a minimum of 225 hours of practicum across two consecutive semesters for a minimum total of 450 practicum hours – averaging 16 hours per week.

This course begins with a 16 hours, self-paced, online practicum orientation training requirement.

This practicum orientation is to be completed in consultation with Site Practicum Instructors. Students are required to successfully complete the practicum orientation by the end of the first two weeks of practicum. Students may complete site orientation activities but may not see clients until the

orientation is complete. Practicum orientation activities are directly connected to students' practicum sites and require consultation with Practicum Instructors via email, phone, and/or virtual. Practicum orientation topics will include an overview of social work and social work education; the Core Competencies and writing Competency Development Plans, Using supervision; Safety in Practicum; the National Association of Social Work Code of Ethics; reflective practicum trauma-informed practice; anti-oppressive practice; and preparation for maximization of the practicum experience.

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

This course is intended to supplement the practicum experience by creating an arena for integration of practice theory and content through class discussion, written analysis, presentations, readings, and in-class exercises. Generalist social work practice, the problem-solving model, and the strengths perspective will be reviewed. Students will utilize their liberal arts Generalist perspective for using critical thinking for the application of social work theory and practice skills. Informed by a critical analysis of the components of practice from the Practicum experience, students develop their social work identity. In this course, students will weave the connection of theoretical content learned throughout the curriculum into their social work practice, ensuring that the perspective that emerges is viewed through the lens of generalist social work practice. Development of self-awareness, self-assessment skills, and review of ethical decision-making guidelines for practice are central to the discussions of this course.

MSSW Program - 60 Credit Hour Program

All students admitted to the 60 credit-hour program are required to complete two separate and different practicums, one at the Generalist level and another at the specialized level. All practicums are two semester placements, continuous in the same agency. If all pre-requisite courses have been successfully completed, students in the 60-credit hour program may complete practicum during the fall/spring semesters or the spring/summer semesters. All practicum courses are 3 credit hours each. These courses have a \$43 course fee per semester.

Generalist Practicum Courses

The Generalist Practicum is designed to provide an educationally supervised practicum within a human services organization. This is a generalist Practicum work experience based on the structural/strengths model of social work practice.

Generalist level MSSW students take MSSW 670 Generalist/Generalist Practicum I concurrently with MSSW 604 Social Work Practice. Generalist level dual MSSW/MSCFT students take MSSW 610 Generalist Couple and Family Practicum I concurrently with MSSW 604 Social Work Practice. For the second semester of Generalist practicum, Generalist level MSSW students take MSSW 671 Generalist/Generalist Practicum II concurrently with MSSW 605 Social Work Practice II and Generalist level dual MSSW/MSCFT students take MSSW 611 Generalist Couple and Family Therapy Practicum II concurrently with MSSW 605 Social Work Practice II.

This course begins with a 32 hours, self-paced, online practicum orientation training requirement.

This practicum orientation is to be completed in consultation with Site Practicum Instructors. Students are required to successfully complete the practicum orientation by the end of the first two weeks of practicum. Students may complete site orientation activities but may not see clients until the orientation is complete. Practicum orientation activities are directly connected to students' practicum

sites and require consultation with Practicum Instructors via email, phone, and/or virtual. Practicum orientation topics will include an overview of social work and social work education; the Core Competencies and writing Competency Development Plans, Using supervision; Safety in Practicum; the National Association of Social Work Code of Ethics; reflective practicum trauma-informed practice; anti-oppressive practice; and preparation for maximization of the practicum experience.

Students taking MSSW 670/MSSW Students taking MSSW 610/MSSW 611 complete a minimum of 250 hours of practicum each semester for a minimum of 500 total practicum hours for the year. This averages 17-18 hours per week.

671 complete a minimum of 225 hours of practicum across two consecutive semesters for a minimum of 450 total practicum hours – averaging 16 hours per week (in the fall and spring). In the summer the placement will average 20-21 hours a week.

Specialized Practicum Courses

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

To begin the specialized practicum students must have completed the generalist curriculum. Specialized level students take MSSW 672 Specialized Practicum I concurrently with MSSW 640 Specialized Practice II. Specialized level dual MSSW/MSCFT students take MSSW 612 Couple and Family Practicum I concurrently with MSSW 640 Specialized Practice II. For the second semester of specialized practicum, specialized level students take MSSW 673 Specialized Practicum II concurrently with MSSW 677 Specialized Practice III and specialized level dual MSSW/MSCFT students take MSSW 613 Couple and Family Practicum II concurrently with MSSW 677 Specialized Practice III.

Students taking MSSW 672/673 and MSSW 612/613 complete a minimum of 250 hours of practicum each semester across two consecutive semesters for a minimum of 500 total practicum hours – averaging 17-18 hours per week (In the fall and spring.) In the summer the placement hours will average 22-23 hours a week.

This course begins with a 16-hour, self-paced, online practicum orientation training requirement.

This practicum orientation is to be completed in consultation with Site Practicum Instructors. Students are required to successfully complete the practicum orientation by the end of the first two weeks of practicum. Students may complete site orientation activities but may not see clients until the orientation is complete. Practicum orientation activities are directly connected to students' practicum sites and require consultation with Practicum Instructors via email, phone, and/or virtual. Practicum orientation topics will include an overview of social work and social work education; the Core Competencies and writing Competency Development Plans, Using supervision; Safety in Practicum; the National Association of Social Work Code of Ethics; reflective practicum trauma-informed practice; anti-oppressive practice; and preparation for maximization of the practicum experience.

MSSW Program - 30 Credit Hour Program - Specialized Practicum

Students admitted as specialized standing (entering Kent School with a BSW degree earned within the past seven years from an accredited program) to the 30-credit hour program complete only one practicum. The practicum is a two consecutive semester placement, continuous in the same agency. If all pre-requisite courses have been successfully completed, students in the 30-credit hour program may complete practicum during the fall/spring semesters or the spring/summer semesters.

The 30-credit hour specialized level curriculum and practicum education provide the opportunity for an in-depth and focused educational experience in students' chosen area of education. It is intended that students will gain applied experience with various aspects of their career interest: i.e., client populations, service delivery systems and structures, methodologies, and professional issues confronting the career area. Skills, values, and ethics learned in a prior, generalist practicum placement is deepened and strengthened in chosen practice settings and/or client populations. Specialized learning of social work practice methodologies may also be undertaken.

30 credit hour MSSW students take MSSW 672 Specialized Practicum I concurrently with MSSW 640 Specialized Practice II. 30 credit hour dual MSSW/MSWFT students take MSSW 612 Couple and Family Practicum I concurrently with MSSW 640 Specialized Practice II. For the second semester of the 30-credit hour practicum, students take MSSW 673 Specialized Practicum II concurrently with MSSW 677 Specialized Practice III and dual MSSW/MSWFT students take MSSW 613 Couple and Family Practicum II concurrently with MSSW 677 Specialized Practice III.

Students taking MSSW 672/673 and MSSW 612/613 complete a minimum of 250 hours of practicum each semester across two consecutive semesters for a minimum of 500 total practicum hours.

This course begins with a 16-hour self-paced, online practicum orientation training requirement. This practicum orientation is to be completed in consultation with Site Practicum Instructors. Students are required to successfully complete the practicum orientation by the end of the first two weeks of practicum. Students may complete site orientation activities but may not see clients until the orientation is complete. Practicum orientation activities are directly connected to students' practicum sites and require consultation with Practicum Instructors via email, phone, and/or virtual. Practicum orientation topics will include an overview of social work and social work education; the Core Competencies and writing Competency Development Plans, Using supervision; Safety in Practicum; the National Association of Social Work Code of Ethics; reflective practicum trauma-informed practice; anti-oppressive practice; and preparation for maximization of the practicum experience.

The Practicum Student

Criteria for Admission to Practicum

BSW students must be admitted to and be in good standing with the BSW program and successfully complete the first year of the BSW professional program. MSSW 60-hour program students (Generalist and specialized) must be admitted to and be in good standing with the MSSW Program. For students in the MSSW 60-hour program all the Generalist requirements must be met before applying for the second practicum.

MSSW 30-hour program specialized students must be admitted to and be in good standing with the MSSW program.

In addition to meeting the above criteria students must:

- submit a Practicum Application
- participate in a practicum planning consultation with their Practicum Coordinator
- successfully interview with referred community agency(s)
- submit additional documentation and/or complete agency required health and criminal records checks
- be accepted by one agency
- submit proof of student malpractice coverage
- All students complete the mandatory practicum orientation which should be completed by the first two weeks of the semester.

Students who do not submit proof of student liability coverage prior to the beginning of the semester will not be allowed to begin practicum until are uploaded in SONIA and/or proof provided to the Practicum Education Office. The insurance coverage documentation should be uploaded in Sonia by August 1 for the fall semester, and by January 1 for the spring semester. Students who do not complete the practicum orientation by the end of the first two weeks or practicum are not allowed to continue the practicum. The practicum will be suspended until students complete orientation.

All BSW and MSSW Generalist students are required to satisfactorily complete two consecutive practicum courses at a minimum 225 hours each for a minimum total of 450 clock hours in approved practicum sites, averaging 16 hours per week in fall and spring semesters, and 20 hours per week in the summer semester. All specialized, advanced standing and MSCFT Students are required to satisfactorily complete two consecutive 250-hour practicum courses for a total for a minimum total 500 clock hours in approved practicum sites averaging 17-18 hours per week in fall and spring semesters, and 22-23 hours per week in the summer semester. Practicum education is offered in a concurrent format so that students enrolled in a practicum course must be concurrently enrolled in a practice course and a practicum.

Students are to be avid learners. In practicum students should:

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 they represent 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 like that of agency staff members, it is emphatically the role of a learner

9. Satisfy the expectations of the practicum syllabus

10. Within the function of the agency-

- Exemplify the conduct of professional social workers and abide by agency regulations and practice.
- Develop skills in critical analysis
- Demonstrate increasing knowledge of human behavior and social issues and problems
- Demonstrate awareness of interpersonal dynamics
- Demonstrate awareness of environmental, ethical, cultural, political, and financial systems and their influence upon social conditions
- Identify and work effectively with different client systems
- Share constructive criticism
- Assume leadership appropriately
- Link previous learning to new knowledge and experiences
- Increase repertoire of practice skills
- Incorporate a variety of treatment modes/intervention skills/advocacy skills
- Identify and enhance those skills for which they have special talent
- Refine communication skills
- Demonstrate the core competencies as delineated in the 2015 E.P.A.S.(Educational Policy and Accreditation Standards)

The Practicum Agency

Practicum agencies and the Kent School of Social Work and Family Science 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 to develop professional identification through use of self in increasingly responsible professional activities. The Practicum Education Office makes every effort to create learning opportunities for students in their area of practice interest regardless of geographic location. Students may request the Practicum Office evaluate organizations for practicum site approval during the Practicum consultation. Students can notify their assigned Practicum coordinator of prospective sites of interest, and the Practicum coordinator who will start the process of vetting sites and Practicum instructors.

Criteria for Selection

Agencies should have a well-established service delivery program. Agencies should be characterized by clarity about the focus of the program and its methods. Students are expected to fulfill roles in agencies that entail learning activities appropriate for the Bachelor of Social Work and/or the Master of Social Work. Agencies agree to provide students ample opportunities and experiences in a range of generalist social work practice activities to develop and demonstrate all the generalist and/or specialized social work core competencies across individual, family, group, organizations, and community populations. In keeping with the Kent School's mission to promote social justice by serving marginalized populations and the University of Louisville's Mission to promote intellectual, cultural, and economic development of our diverse communities, public and non-profit organizations which serve diverse populations are preferred. Prospective organizations are required to submit a completed Prospective Practicum Site Form. The Practicum Education Office will "vet" agencies by completing an online search of the agency, contact via phone/virtually, and/or tour prospective agencies to

determine the suitability to become a practicum site.

Sites excluded from consideration for practicum include:

- Sites that are very small in size or highly specialized prohibiting all required learning opportunities
- Sites in operation less than one year or without formal operating policy and procedures
- Sites owned or operated family of the students (birth or married)
- Self-employed students or sites owned by students
- Sites sanctioned for fraudulent or unethical activities

Students must have a Practicum Instructor that meets the requirements. If the Practicum Instructor is not in the agency or available in the location of the student, a task supervisor must be identified. A paid employee must be onsite during the time students are present. In virtual placements, a paid staff must be available for support and/or consultation during the time students are working their practicum hours. The employee can be the Practicum Instructor or Task Supervisor.

Affiliation Agreement

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

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

Availability of Practicum Instructors

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

Criteria related to agency practicum roles

Practicum Instructor Criteria

Practicum students are required to be supervised by a qualified social worker with a bachelor's (BSW students only) or master's degree in social work from a CSWE accredited program and a minimum of two years of full-time, post-bachelor's or master's experience. Supervisors with a BSW, MSW, or MSSW degree and the LSW, CSW, LCSW/LISW credential (or equivalent licenses in other states) are preferred, but not required. Practicum Instructors have the primary responsibility for the provision of learning opportunities that facilitate student growth within the profession. Supporting this responsibility is a part of the Practicum Instructors' commitment to professional training and to the profession of social work. Prospective supervisors are required to submit a completed Supervisor Information Form and resume. Prospective Practicum instructors attest to graduating from a CSWE accredited program in the Prospective Practicum Instructor Information Form. The Practicum Education Office will receive the resume and credentials of prospective supervisors and make the determination of their suitability to provide Practicum instruction.

General Expectations of Practicum Instructors

Practicum Instructors are expected to:

1. Review the Kent School Practicum Education policies, guidelines and forms
2. Complete the Practicum Instructor Training
3. Plan and implement student orientation to the agency, including introduction to agency personnel and to persons of collateral significance (If an off-site supervisor, coordinate this with the task supervisor)
4. Interpret policy, legal structure, rules, and regulations
5. Acquaint students with client systems and their interactions with the agency
6. Work with the student (and if applicable the Task Supervisor) to identify appropriate learning activities which develop skills and knowledge
7. Comply with general and specific conditions enumerated in the Affiliation Agreement
8. Assist with the development of the Competency Development Plan and monitor student's progress
9. Promote student development of critical thinking skills
10. Provide supervision and learning through regular conferences, group sessions, seminars, etc., including a minimum of one hour of face-to-face, educationally focused, weekly supervision. Instructors 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 instructors each week.
11. Provide continued assessment of student skills and knowledge and provide student feedback through use of rubrics, verbal and written comments
12. Participate in the introductory meeting, the mid-term evaluation and final evaluation conferences and complete the evaluations (coordinating with the agency Task Supervisor if applicable)
13. Review and verify student's timesheets. (If you are an off-site supervisor you will approve the student's supervision hours with you and the task supervisor will approve the onsite-practicum activities and hours.)
14. Maintain regular contact with the agency Tasks Supervisor (if applicable) to monitor student

progress

15. Communicate concerns to Practicum Liaison in a timely manner
16. Complete Incident Reports as needed and complete needed follow-up

Task Supervisor Criteria

If an agency does not employ a social worker with a BSW, MSW, or MSSW degree, arrangements may be made with other agencies, or the agency may consult with the Practicum Coordinator for possible ideas/options for acquiring an approved Practicum Instructor. Task Supervisors are BSW, MSW, or MSSW social workers with less than 2 years post graduate social work experience OR non BSW, MSW, or MSSW agency employees who are experienced in the area or program to which students will be assigned. Task Supervisors work in conjunction with Practicum Instructors not in the area the student is working and off-site Practicum Instructors. They are utilized under extremely specific circumstances in special practicum placements. The responsibilities and role functions of Task Supervisors are monitored by the Practicum Liaison and the Practicum Instructor to ensure that practicum standards are maintained.

Responsibilities of the Agency Task Supervisor

1. Review the Kent School Practicum Education policies, guidelines, and forms
2. Complete Practicum Instructor/Supervisor Training
3. Create a communication plan with the Practicum Instructor and establish expectations for the student
4. Orient the student to the agency
5. Collaborate with the student and Practicum Instructor to create a comprehensive Practicum experience
6. Provide guidance, direction, and training for the student
7. Provide frequent feedback about student performance to the student and Practicum Instructor.
8. Participate in the midterm and final evaluation conference meetings or confer with the Practicum Instructor in completing the forms
9. Address and report performance concerns to the Practicum Instructor
10. When there is an off-site Practicum Instructor, the Task Supervisor is responsible for approving all on-site practicum activities/hours while the off-site Practicum Instructor is responsible for approving supervision hours
11. Collaborate with the Practicum Instructor to complete incident reports if needed

Guidelines for Off-Site Practicum Instruction

The off-site Practicum Instructor collaborates with human service agencies that do not employ a team member who is a qualified to provide the practicum supervision and with which the Kent School of Social Work and Family Science has an established social work practicum for Kent School students. The off-site Practicum Instructor is expected to work with the agency Task Supervisor to identify and develop appropriate student social work learning activities to ensure students develop core social work competencies. The off-site Practicum Instructor acts as a resource for both students and Task Supervisors providing educational and supportive supervision; while the Task Supervisor orients the student to the agency and provides administrative, day-to-day supervision. Off-site Practicum Instructors must possess a BSW from a CSWE accredited program to provide supervision for BSW students only and at least two years of experience OR possess an MSW/MSSW degree from a CSWE

accredited program to provide supervision for BSW, or MSSW students and possess at least two years post graduate social work experience.

Responsibilities of the Off-Site Practicum Instructor

1. Review the Kent School Practicum Education policies, guidelines, and forms
2. Complete Practicum Instructor/Task Supervisor Training
3. Create a communication plan with the Task Supervisor and establish expectations for the student
4. Orient the student to practicum supervision
5. Provide a minimum of 1 hour of Practicum supervision per week, focusing on integration of social work knowledge, values, and skills for the duration of the practicum
6. Collaborate with the Task Supervisor in the development of the Competency Development Plan
7. Collaborate with the student and agency Task Supervisor to identify appropriate learning activities and establish expectation for student performance
8. Maintain regular contact with the agency Task Supervisor to monitor student performance, coordinate the completion of the mid-term evaluation and the final evaluation with the agency Task Supervisor
9. Review and verify the timesheet. The offsite Practicum Instructor is responsible for approving the 1 hour per week student formal supervision, while the Task Supervisor is responsible for approving all other on-site practicum activities/hours
10. Participate in the midterm and final evaluation conference meetings and confer with the Task Supervisor in completing the evaluations
11. Collaborate with the agency Task Supervisor to complete and submit incident reports as needed

Practicum Liaison

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

Responsibilities of the Practicum Liaison

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 Instructors and students
3. Share with students and Practicum Instructors in ongoing assessment of student performance - culminating in evaluation of student performance at mid-term and at the end of the semester
4. Be readily accessible to students and Practicum Instructors by responding to emails and voicemails within 24-48 hours except weekends and holidays unless an emergency is indicated.
5. Serve as a resource guide and professional model
6. Be constructively critical in sharing knowledge

7. Encourage a spirit of inquiry and critical analysis skills
8. Promote linkage of past experiences with present learning
9. Provide guidelines by which to integrate theory and practice
10. Relate practicum learning within the broad context of social work education
11. Comply with the general and specific conditions enumerated in the Affiliation Agreement
12. Meet initially with students and Task/Practicum Instructors to get acquainted; establish expectations about communications; completion of the students' SONIA timesheet and critical reflections/mid-term evaluation; and respond to student concerns and questions
13. Meet jointly with students, Practicum Instructors (on-site or off-site) and Task Instructors(if applicable) five times during the practicum placements:
 - a. Within the first two weeks of the semester to get acquainted and establish expectations
 - b. Fall mid-term evaluation
 - c. Fall final evaluation
 - d. Spring mid-term
 - e. Spring final evaluation

In addition to these sessions, Practicum Liaisons may meet as requested at the agency site for conferences with students, Practicum Instructors and/or Task Supervisors to assist in resolving concerns about student practice performance.

14. Assign the practicum grade
15. Complete Practicum Liaison training
16. Attend or review minutes from all Practicum liaison meetings
17. Initiate and follow-up on action plans, and critical incident reports.
18. Problem solve and provide support around concerns verbalized by students, Task Supervisors and/or Practicum Instructors

Practicum Liaisons may conduct site visits in person or virtually for students in the local community considering the preference of the Student and Practicum Instructor. All state visits outside the local community are conducted virtually. If internet connection is not stable due to remote geographic location, Practicum Liaisons may elect to conduct conference calls via telephone.

Practicum Coordinators

The role of a Practicum Coordinator is to support students, practicum sites and Practicum Liaisons as needed in maintaining quality practicum placements. More specifically Practicum Coordinators:

1. Recruit and evaluate prospective practicum sites and practicum instructors
2. Arrange practicum placements for local, regional, national, and international practicum students
3. Assist students working through disruptions and placing them at alternate practicum sites if necessary
4. Facilitate problem solving with students, practicum instructors, and practicum liaisons
5. Assist the Director of Practicum Education with orientations and trainings for students, Practicum Instructors, and Practicum Liaisons

Director of Practicum Education

The role of the Director of Practicum Education is to promote and maintain collaborative partnerships between human service agencies and the Kent School of Social and Family Science. The Practicum Director is responsible for providing oversight of the selection and development of new practicum sites; student placements; ongoing evaluations of agencies and supervisors; orientation and training of supervisors and Practicum Liaisons to ensure quality delivery of Practicum instruction:

1. Identify new and emerging areas for student education and develop appropriate placement opportunities
2. Provide oversight to the screening of potential agencies and track their progress through the site approval process; screen, select, and when necessary, discontinue use of Practicum Instructors, Practicum Liaisons and practicum sites
3. Work with agency personnel and practicum staff to improve the quality and quantity of information available on agencies
4. Plan, organize, publicize, and implement sessions to inform students, Practicum Instructors and Practicum 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
5. Organize and conduct training for Practicum Instructors, Task Supervisors, and Practicum Liaisons.
6. Organize orientation to practicum for all students.
7. Advise faculty concerning practicum education issues
8. Work with faculty to develop, implement, and monitor practicum curriculum, policies, and programs

Practicum Orientation and Training for Practicum Instructors and Task Supervisors

Prior to the start of each fall and spring semester, an orientation to practicum is offered to Practicum Instructors and Task Supervisors. This introduces the agency Practicum Instructors and Task Supervisors to the role of an educational supervisor, explains the supportive role of the Practicum Liaison, explores the practicum policies, reviews the student evaluation process, addresses student performance issues in practicum, and shares the various forms utilized for the practicum. Complimentary CEU's are provided to Practicum Instructors for completing this orientation. This orientation is conducted online.

Additionally, the Practicum Education Office provides periodic trainings for agency Practicum Instructors and Task Supervisors on various topics that enhance understanding of the Kent School curriculum, the theories taught, and other subjects of interest. Complimentary CEUs are also provided to Practicum Instructors who participate in these trainings.

Finally, the Kent School hosts an annual day of appreciation (Spring Conference) for the Practicum Instructors and Task Supervisors, at the end of the academic year. Various awards are given to Practicum Instructors and a guest speaker presents on a topic of special interest. The event is livestreamed for distant Practicum Instructors. Complimentary CEUs are available for this event.

Forums for Practicum Instructors and Task Supervisors

Several times each year, open online forums are held with agency Practicum Instructors. These are

informal sessions that cover a variety of Practicum related topics and concerns of Practicum Instructors. All Practicum Instructors are invited to participate and discuss any areas of interest related to the practicum education program. Complimentary CEUs are available to participants in these forums.

Outstanding Task and Practicum Instructor Awards

Each year, one Practicum Instructor and one Task Supervisor is recognized as the outstanding Practicum Instructor and Task Supervisor. This award is given in May as part of the annual spring conference for all Kent School Practicum Instructors and Task Supervisors. The criterion for this award includes that the Practicum Instructor/Task 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 consistent in weekly, scheduled supervisory time and protects time to meet with the student, 5) makes time available for informal consultations with the student, 6) customizes learning opportunities to satisfy the student's interests in addition to what the agency needs, 7) demonstrates courage and honesty in giving feedback on the student's performance, 8) demonstrates skill in teaching students, 10) demonstrates creativity and innovation in practicum education.

Written nominations are prepared by the Practicum Liaison and a Practicum Instructor is selected by vote of the BSW and MSSW Practicum Liaisons.

Lifetime Service Award

The Practicum Instructor Lifetime Service Award is given to social workers who have served as educational mentors of Kent School students in practicum for 10 or more years. It is an acknowledgement of the tremendous contribution made by Practicum Instructors to the professional development of emerging social workers. Over a period, Practicum Instructors experience several changes in the school's curriculum, policies and processes, administration, Practicum coordinators, etc. Practicum Instructors have adapted to the subsequent changing educational expectations for the practicum through those years, while sustaining their commitment to teach students. All Practicum Instructors who qualify are acknowledged in any given year; there are no limits to the number of times a Practicum Instructor can receive this recognition. Kent School extends deep appreciation to these individuals for their enormous length of service and commitment to the professional development of future social workers.

Outstanding Student in Practicum Awards

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

Practicum Liaisons, Practicum Instructors, and students prepare written nominations. The recipients

are selected by vote of Practicum Liaisons. The students receive recognition at the Kent School Awards event and their names are added to a master plaque displayed at the Kent School of Social Work and Family Science.

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 affiliated practicum agencies. Placement in areas of students' practice interests and geographical location will be accommodated if possible. Due to possible external factors, the Practicum Office cannot guarantee placements in specific sites or students' areas of interest. Students may be required to accept Practicum Office site assignments.

Practicum Assignment Process

1. Each spring semester, students entering practicum in the upcoming fall semester complete Practicum applications; and each fall semester, students entering practicum in the upcoming spring semester complete Practicum applications.
2. When a Practicum Coordinator is assigned, the coordinator will consult with their students to discuss potential concerns, the students' learning goals and placement options. Practicum sites (preferably those affiliated with Kent School) will be selected which most appear able to meet students' learning needs and interests.

Practicum Coordinators make the initial contact with prospective agencies to ensure they are open to accepting students. Students will be provided contact information for one prospective agency. All practicum arrangements must go through the Practicum Education Office. Students are not to initiate contact with any agency to discuss practicum or attempt to arrange practicum, unless advised to do so by their Practicum Coordinator. Practicum Instructors will also be notified of pending student contacts requesting interviews.

If a student would like to pursue a placement where there is not an active affiliation with Kent School/UofL the student should notify their Practicum Coordinator, who will initiate contact with that agency to see if the agency meets the requirements for a practicum setting and would be open to a practicum student. If both are positive, then at that point an Affiliation Agreement will need to be approved by that agency and the University. The Practicum Coordinator will initiate this process. This can be quite a lengthy process. After the affiliation agreement is in place, the student may be referred there. Note that due the length of this process, students may need to pursue other practicum placements to begin the semester on time.

3. Students schedule practicum placement interviews with Practicum Instructors by a specified date. This allows students and Practicum Instructors to determine the suitability of matches. Students and Practicum Instructors complete practicum confirmation forms indicating their respective placement decisions by specified dates. If either party declines the placement, the Practicum Coordinator notifies students of further options and the process repeats.
4. Negotiating the interview process for placement is an important component of the practicum search. If, after three unsuccessful attempts to secure a practicum site where the agency chooses not to accept the student, students are required to attend a coaching and mentoring session with the Practicum Coordinator or Director of Practicum Education to determine next steps/tasks. Referral to the Career Development Center, and/or a Practicum Review may be made to clarify what support students need to succeed and to develop a plan of action before

additional referrals to agencies are made. After the coaching if the student is still unable to secure a placement, this will be referred to the Practicum Professional Standards Review Panel for a review.

5. Students are to notify their Practicum Coordinator of their acceptance or decline of practicum sites by completing the required form where both the student and agency agree to placement. The signed form will be sent to the Practicum Coordinator.

If a student interviews with two agencies and rejects placement with both even though one agency has accepted them and can meet their learning goals, the student will meet with the Director of Practicum Education to review their learning goals and placement options.

6. If students are unable to secure a placement by the drop/add date, the student will need to defer the practicum course to either the next spring or next fall and drop the course by the drop course deadline.
7. When the student and the agency both accept the practicum placement confirmation letters will be emailed to students and Practicum Instructors advising of the finalized practicum site assignment; that will include other pertinent information prior to reporting to the agency.
8. As soon as possible (Ideally prior to the beginning of the first practicum semester), students are instructed to contact their Practicum Instructors to determine if additional background checks, health screenings, or immunizations are required before beginning practicum; establish start dates; and agree on initial schedules. Students may not start placement before the start of the semester.
9. Students should submit proof of liability insurance via SONIA to the Practicum Education Office by August 1st for practicum placements beginning in the fall semester or January 1st for practicum placements beginning in the spring semester.
10. Once practicum assignments are confirmed, students remain in the practicum sites for the academic year.

The Director of Practicum Education can be consulted for exceptional situations.

Employment Approved Practicum

Guidelines for Requesting an Employment Approved Practicum

A request for an employment-approved practicum should be indicated in the Practicum application. The Practicum Coordinator will contact the student to discuss the requirements for an Employment Approved Practicum and provide the appropriate guidelines and employment approved proposal form.

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

Students must have completed new employee probationary periods by the start of the practicum semester within the social service or human service agency where a practicum placement is being requested. Students who begin a new job may not count the job as a practicum, even when the new job begins about the same time as the start of the semester. The role of employee and the role of

student must remain separate per the 2015 EPAS. The Director of the Practicum Education will carefully review requests.

The educational objectives for employment-approved practicum are the same as traditional practicum. Some of the major educational objectives for practicum education are concerned with the students' exposures and responses to the agency structure and processes as well as to clients. An employment-approved practicum must include changes within the agency where students are currently working which include assignment to a different unit and/or a significant change in the roles and functions of the students are essential to meet the educational requirements. To protect clients and to further protect the boundaries between employee and student roles, it is expected that students will not serve the same clients served in their employee role. This policy offers time management support to students who must work during their academic career and whose employer offers sufficient types of services and personnel who are qualified to serve as practicum Instructors. However, students' and employers' commitment to separate roles of the employee and of the student is critical and required.

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

- Student Employment Information Section and the prospective practicum Instructor should complete the Proposed Practicum Placement Information.
- There must be a qualified, social worker onsite willing to provide supervision over the course of two semesters. The student's proposed practicum Instructor cannot be the student's current work supervisor. The Practicum Instructor may not be a direct co-worker or close friend of the student. The Practicum Instructor must have BSW, MSW, or MSSW degree from an accredited social work program, a minimum of two years, post-bachelors or masters, full time social work experience. Please note: BSW social workers can only supervise BSW students, but MSW/MSSW social workers can supervise both BSW and MSSW students.
- The student's clients and responsibilities in the practicum role must be different from the clients the student works within the employee role. This serves to avoid confusion by clients and colleagues and potential conflicts of interest.
- The proposed practicum responsibilities must include a description of tasks and responsibilities which will meet the educational objectives of a BSW, Generalist, or Specialized generalist social worker which includes opportunities for direct practice with individuals, families, groups, organizations, and communities.
- The work hours for the student's work schedule must be clearly delineated from the student's practicum schedules. This provides for a greater continuity of experience. Four hours will be the minimum block of time devoted to employment-approved practicum activity. As with all practicum placements a block of less than four hours at any given time does not allow for a solid learning experience.
- By signing the Employment-Approved Practicum Proposal Form, agency administrators and work Practicum Instructors attest support of student's employment-approved practicum. As

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

- An updated copy of the proposed practicum Instructor's professional resume must be submitted with the employment-approved practicum proposal to the Practicum Coordinator.

Exclusions from Employment Approved Practicum:

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

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

Practicum Reassignment

Practicum is distinct from most other University courses in that practicum in the community entails not only educational objectives for students and Practicum Liaisons, 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. Considerable time and effort are spent on the part of Practicum Liaisons and Practicum Instructors to plan and deliver meaningful practicum experiences. For these reasons, it is a serious matter to terminate a practicum placement. **Reassignment is the exception, not the norm.** Every effort will be made to resolve concerns before reassignment is considered.

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

Most students deal quite well with personal struggles and problems of daily life. However, when personal problems impair performance and professional behavior to the extent that client obligations are not met appropriately, or administrative assignments are not managed well, Practicum Faculty Liaisons and Practicum Instructors have the responsibility to intervene. Various kinds of limitations and external demands may impair the performance of students. Students may be

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

Personal or emotional problems of a more serious nature can present great difficulty. These problems may include serious physical illness or psychological impairment, life crisis, serious legal offense, serious addiction, personal instability, or unsuitability for the profession. These may be evidenced behaviorally by inappropriate or unethical behavior, excessive absences, noncompliance with agency policy, or competence and skill deficits. Fortunately, serious ethical violations or breaches of integrity are rare. Most common performance problems are the result of deficits in competence, understanding, or excessive absences.

These problems usually present an interrelated set of concerns, which require monitoring, communication, and professional judgment on the part of Practicum Liaisons and Practicum Instructors. The concerns are the rights of clients to adequate service and professional care, the agency expectations for results of macro assignments, the educational needs of students, the “gatekeeper” role of the University and the professional community, and the provision of corrective and support services for students. Practicum Liaisons, Practicum Instructors, and other classroom faculty who have an educational interest or involvement with students have the 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 Instructor and negotiate for any changes desired within the agency. It is skilled professional practice to explore concerns with the Practicum Instructor and to seek to understand the Practicum Instructor’s perspectives on matters. It is recommended students consult with their Practicum Liaison for guidance and suggestions on this process. Learning to problem solve, negotiate and forge working relationships are integral to the practicum experience. The Practicum Liaison will discuss the situation with the Practicum Instructor and student. 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 Practicum Coordinator will initiate the change of practicum agency if necessary. The decision to place the students in another agency is partially dependent on the availability of an appropriate practicum setting. Students should update the timesheet - recording all time completed in the first practicum to the last day active, and any other documentation supporting students’ efforts to resolve concerns. Practicum Instructors should also prepare a written statement evaluating students’ performance and any concerns. Practicum Liaisons should prepare a written statement describing the issues involved, the efforts made by each party involved to address the issues, recommendation for approval or denial of students’ requests and decision to credit or not credit the practicum hours accumulated to date, and grade assignments if applicable. The Practicum Education office will issue a final statement detailing decisions and copies will be sent to students, Practicum Instructors, and Practicum Liaisons.

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

It is possible the process of securing a new practicum placement may take several weeks which may impact students' work in other courses. Students should consult with other course instructors to negotiate assignments if necessary. This may also necessitate students receive a grade of "Incomplete" for the semester due to the additional time needed to obtain a new practicum, thereby extending the practicum into the next semester.

Request for Change Initiated by Practicum Instructors

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

An attempt to identify agencies with experienced Practicum Instructors with which students may interview will be made. The practicum coordinator will share relevant general information from the previous practicum with prospective Practicum Instructors to ensure students' learning needs can be met. Practicum Liaisons will work with students and new Practicum Instructors to create a Competency Development Plan (CDP). Students will be closely monitored in new practicum assignment.

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. A minimum 32 hours will be added to the required semester hours if a change in placement occurs. (Beyond these additional hours may be added if that is determined to be needed for skill development and experience. The number of additional hours will be at the discretion of the Director of Practicum Education in consultation with the Practicum Instructors and Practicum Liaisons.). These added hours (the 32 hours plus any added) are required to provide students with a practicum experience, long enough for completion of the required assignments and the attainment of educational objectives.

Students will also be required to write new Competency Development Plans specific to the new practicum setting. The required hours for one practicum course must be completed before starting the next practicum course. Students who change placements during a semester must satisfactorily complete that practicum course prior to the start of the next semester practicum course. Students with a grade of "Incomplete" may not begin Practicum II unless all course work is completed for Practicum I.

As students leave the initial placement, students should update timesheets - recording all time completed in the first practicum to the last day active and any other documentation supporting students' efforts to resolve concerns. The Practicum Instructors should also prepare a written statement evaluating students' performance and any concerns. The Field Liaison should prepare a written statement describing the issues involved, the efforts made by each party involved to address

the issues, recommendation for approval or denial of students' requests and decision to credit or not credit the practicum hours accumulated to date, and grade assignment if applicable. The Practicum Education Office will issue a final statement detailing decisions and copies will be sent to students, Practicum Instructors, and Practicum Liaisons.

No Fault Reassignment of Practicum

At times students may be required to undergo a practicum reassignment due to extenuating circumstances beyond the control of students, Practicum Instructors, or practicum agency. Examples of such circumstances include but are not limited to extended/serious illness of the Practicum Instructor, extended unplanned absence of the student, the Practicum Instructor's departure from the practicum agency, etc. In the event Practicum Instructors terminate employment during the practicum, it is expected Practicum Instructors will explore viable options for a qualified Practicum Instructor within the agency to continue supervision to maintain the practicum and make recommendations to the Director of Practicum Education who will determine the eligibility of the proposed replacement Practicum Instructor. It is expected Practicum Instructors will notify Practicum Liaisons or the Director of Practicum Education as soon as possible that the practicum must be terminated. If no options exist, Practicum Coordinators will work closely with students to secure another practicum assignment as quickly as possible.

Students should update the timesheet, assignments, and evaluations so Practicum Instructors and Practicum Liaisons can sign off if applicable. Practicum Instructors should write a statement regarding students' performance, and verify hours completed or complete a mid-term or final evaluation if appropriate. Completed practicum hours may be credited toward the number of hours to be completed in the second placement. A minimum 32 hours will be added to the required semester hours. Students may be required to complete additional hours in the new practicum placement if it is determined the hours are needed to ensure there is sufficient time for acclimation to the agency and the completion of Competency Development Plans to demonstrate social work competencies. Students will also be required to write new Competency Development Plans specific to the new practicum setting. The Practicum Education Office will collaborate with the new Practicum Instructors and Practicum Liaisons to determine the hours needed and issue a final statement detailing decision. Copies will be sent to students, Practicum Instructor, and Practicum Liaisons.

Re-Entry to Practicum after Withdrawal/Termination

Students who withdraw or terminate from practicum following substantial performance problems as noted by Practicum Liaisons will not be allowed to enroll in practicum in the following semester or year without a Practicum Professional Standards Review Panel review or permission from the Director of Practicum Education. The usual procedure will be for students to take time off from practicum to address underlying concerns which impair performance, such as knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. as noted by Practicum Liaison or the Director of Practicum Education. The Practicum Professional Standards Review Panel will recommend next steps and the Director of Practicum Education will make the final decision.

Growth and development in these areas may require additional work and life experience, personal

counseling or therapy, circumstantial changes which enhance students' 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 by the application deadline for the semester they would like to reenter placement. 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 Liaisons 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 Practicum Instructors. This policy has the dual purpose of protecting the well-being of the agency and its client population as well as assuring students' adequate opportunities and resources to improve performance.

In initiating the request for reentry, students are expected to document their efforts towards growth and change, which support the likelihood of satisfactory performance in the practicum. The formerly assigned Practicum Coordinator will initiate a Practicum Professional Standards Review to make recommendation regarding readmission to the Practicum Program. A decision of denial by the Director of Practicum Education will be referred to the Association Dean of Academic Affairs. Students may submit an appeal.

PART FOUR – GENERAL PRACTICUM EDUCATION POLICIES & GUIDELINES

Absence: Due to Illness/Personal Emergency

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

Absences: Due to Jury Duty

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

Absences- Due to Military Duty

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

Absences: Other

Students attending meetings, conferences, and workshops relevant to the practicum during practicum hours should confer with their Practicum Instructors and Practicum Liaisons 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 students to attend workshops and conferences.

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

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

Absences: University Policy on Excused Absences

The University's Excused Absence Policy allows students to be absent from class when they participate in university-sanctioned events or activities, the definition of which is as follows: "A University sanctioned event or activity shall be one in which a student represents the University to external constituencies in academic or extra-curricular activities. These include but are not limited to student government congresses, intercollegiate athletic and debate contests, music competitions, academic meetings, and conferences..."

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

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

Action Plans

Any time there is a persistent or serious practicum performance issue, Action plans must be implemented to provide additional support, guidance, and resources to help students complete practicum successfully. Students, Practicum Instructors, and Practicum Liaisons should collaborate to develop the action plan and complete the plan in SONIA. The Practicum Coordinator can be notified and can collaborate in creating the Action Plans. Additionally, Practicum Coordinators may know of resources that can assist the student in being successful in the placement. The student, Practicum instructor and the Practicum liaison must all sign off on the plan. Should students decline to agree to action plans, practicum will be suspended, and the Practicum Coordinator and the Director of Practicum Education will be notified.

Attendance in Practicum

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

Students are encouraged to check for the required practicum hours for the state in which they reside or plan to relocate to upon graduation. Students who need more than the required Kent School hours, should discuss planning for additional practicum hours with Practicum instructors and Practicum liaisons.

Audio and/or Video Taping

Students are encouraged to use audio and/or video tape interventions with clients to review practice skills. These tapings may be used only for self-review and shared with Practicum Instructors for feedback and consultation. Once reviewed, tapings must be immediately erased and may not be used

for any purpose other than students' education and professional development. Students must first obtain written permission of clients before taping any sessions. Agencies may already have their own Release of Information – Permission to Video/Audio Tape Record; in such cases, students should abide by agency policies and utilize the standard documentation.

Background Checks and Immunizations

Many organizations require background checks prior to students beginning practicum. Some organizations conduct the background checks at agency expense while other organizations require students to obtain the background checks at students' expense. Students are encouraged to complete background checks as soon as possible within the organizations' stated times. Organizations may additionally require health screens, drug screens, and immunizations. Students are responsible for these costs when organizations do not cover the cost. Kent School does not cover these expenses. Students should contact Practicum Coordinators for assistance in getting background checks and recommendation for health screens if needed.

Blackboard

Practicum Liaisons may post important practicum information in Blackboard. When information and announcements are posted, students will be notified via university email. It is expected students will check Blackboard for announcements and their university email several times a week to ensure they have up to date information.

BSW Practicum

Students are required to complete a minimum total of 450 practicum hours across two consecutive semesters with the same practicum site – completing a minimum total of 225 practicum hours each semester – averaging 16 hours per week. Students in BSW 470/471 are required to complete their practicum over the fall and spring semesters while taking the concurrent practice courses, BSW 405/406 and the concurrent seminar/lab courses, BSW 472/473.

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

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

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

Early Start to Practicum

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

If a Site requires students to attend orientation prior to the beginning of the semester, students should contact their Practicum Coordinator for approval. Students can only attend the orientation, and not begin reporting to the site.

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 signed a pledge to do so. Students are also governed by the Student Code of Conduct and Policies of the University of Louisville, including any practicum or placement in which they may participate. The school reserves the right to discipline any student who violates these governance documents during student practicum placement as well as the right to withdraw students from placements that do not honor our affirmation to diversity, ethical professional standards, and these practices.

Competency Development Plan

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

The Council on Social Work's Educational Policy and Accreditation Standards indicate nine core social work competencies with specific practice behaviors which all students must demonstrate before completing social work programs. A list of the competencies and associated practice behaviors are provided in the Appendix of this handbook and on the Competency Development Plan and Final Performance Evaluation Form. In recognizing that students have special interests in developing specific skills and/or understanding of specific populations, programs have educational opportunities specific to their agency; students develop customized learning activities for each competency in collaboration with their Practicum Instructors and Practicum Liaisons, which will enhance professional social work practice and have distinctive meaning for students.

In the first three to four weeks of the practicum semester, students should collaborate with their

Practicum Instructor to prepare their Competency Development Plan. The Practicum Liaisons will review drafts and provide recommendations for adjustments, if any. The completed revisions should be submitted no later than the deadline indicated on the practicum calendar and practicum course syllabus. The focus of the Competency Development Plan should be on maximizing students' learning rather than on individual tasks assigned. Competency Development Plans should be reviewed for progress periodically during supervision and utilized at the time of each evaluation. It is understood that unpredictable circumstances within the agency and/or community may occur which would postpone or prevent students from satisfying all their planned learning tasks; however, every effort should be made to adjust the learning tasks so that all competencies may be demonstrated by the end of the practicum experience.

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

It is highly recommended if the student requires accommodations at the practicum agency these accommodations are included in the Competency Development Plan.

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

1. Learning activities should be written to address each Social Work Competency. In some instances, learning activities may apply to more than one competency. Individual learning activities do not have to be written for each individual practice behavior as long the learning activities written for a competency encompass all the practice behaviors. There needs to be minimum of **TWO** learning activities for each competency. These should be clearly tied to the competency and practice behaviors outlined in the generalist and specialized areas. Note the practice skills are different between the two levels.
2. Learning activities should be realistic, in that they can be accomplished within the time frame of the practicum, availability of resources (including personnel, facilities, and materials), and the abilities of the student.
3. Learning activities should be developmental in nature. They should evolve as students' abilities evolve.
4. Learning activities should be written for individual, family, group, organization, and community practice across the Competency Development Plans.
5. The following list consists of ideas for learning activities which can be included in the educational plan for students to meet program and personal learning objectives. Please note, this is not an all- inclusive list. Additionally, these activities may be observed, co- worked with staff, and then completed independently with supervision:
 - Assist with program evaluations
 - Assist staff with research, preparation of, and writing grant applications
 - Attend board meetings
 - Attend community meetings addressing issues of concern for client populations
 - Attend/participate in staff meetings
 - Attend professional development, in services, workshops, conferences, etc.

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

Learning activities should be measurable. Examples of measurable include:

- Development/implementation of a support group
 - Number of clients
 - Number of assessments to be completed
 - Number of meetings to attend
 - Workshop planned and presented
 - Presentation prepared and conducted
 - Finished product i.e., written report, training module, manual, resource list, etc.
6. Learning activities should include a method of evaluation, the way in which Practicum Instructors will monitor student performance. The following is a non-inclusive list of evaluation methods:
- Case presentation analysis
 - Conjoint work with supervisors
 - Evaluations from trainings

- Observation
 - Process recording analysis
 - Review of documentation
 - Review of written reports or reflections
 - Role plays
 - Video/Audio analysis
7. Learning activities should include timeframes for completion. Learning activities must be written for the current semester, not the entire year. Examples include:
- In weekly supervision meetings
 - By October 30th
 - By the end of the semester
8. Learning activities must be written in complete sentences. The formula to use in writing the learning activities is as follows: **I will + (activity) + (frequency) + (method of evaluation) + by (end date/time).** The structure of the sentence may vary but all the elements must be present.
9. Practicum Liaisons will provide feedback before final copies are signed/actioned by students and Practicum Instructors.

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

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 Liaisons 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.

Continuity Plan in Case of Interruption of Practicum Due to Extraordinary Events

In the event of an interruption of social work practicum due to natural or human events such as: natural disasters, civil unrest, public health emergencies, or other risks to public safety, the Practicum Education Office may authorize students to engage in learning activities in line with social work core competencies offsite from organizations under the supervision of Practicum Instructors and Practicum Liaisons. In the event of extraordinary events, the Practicum Office will consult university offices which may include legal counsel, risk management, and the Provost Office. Additionally, the Practicum Office will monitor public health, public emergency response systems, state and accrediting body advisements. Remote learning activities are meant to be time limited.

Students are responsible for immediately notifying Task Supervisors (if applicable), Practicum

Instructors, and Practicum Liaisons via email and/or telephone if they are ill, quarantined, or otherwise unable to report to practicum.

Task Supervisors/Practicum Instructors are responsible for notifying students, Task Supervisors/Practicum Instructors, and Practicum Liaisons if the agency is closing or the Task Supervisor/Practicum Instructor will be unavailable.

Practicum Liaisons should coordinate with Task Supervisors/Practicum Instructors on planned activities including plans for telephone or video conference supervision. Evaluation of the activities should be completed in weekly supervision to determine if adjustments are needed.

Course Fee

Students enrolled in practicum pay a \$43 course fee. This fee supports the Practicum tracking software, SONIA which facilitates Practicum processes for students.

Criminal Activity Reporting

All students suspecting criminal activity must notify their Practicum Instructor immediately to discuss the site's policies and protocols. If the state law requires reporting to law enforcement this should be done under the supervision of the Practicum instructor. If the Practicum Instructor is unavailable, students are to contact the designated backup staff of site administration.

Critical Incident Reports

Critical incident reports must be completed when students experience a physical, mental/emotional event in practicum that may impact their well-being. Examples of critical incidents include racial or sexual harassment, slip and fall, assault, threats, etc. Students should initiate the Critical Incident Form and process the event with their Task Supervisor (if applicable), Practicum Instructor, and Practicum Liaison. All parties should sign the document. Practicum Liaisons are responsible for notifying the Practicum Education Office of critical incidents. The report is accessed and completed in SONIA.

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 successfully complete requirements for this practicum course are encouraged to notify their Practicum Coordinator and contact the Disability Resource Center (Stevenson Hall, 502-852-6938) for their assistance in creating a plan for accommodations. It is encouraged that this plan as it relates to practicum is shared with the Practicum Coordinator as this will help guide placement and the implementation of the accommodations.

Drug-Free Schools Notice

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

Early Start to Practicum

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

If a Site requires students to attend orientation prior to the beginning of the semester, students should contact their Practicum Coordinator for approval. Students can only attend the orientation, and not begin reporting to the site.

Email

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

Evaluations: Midterm and Final

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

The purpose of the student performance evaluations is for students, Practicum Instructors, (Task Supervisors if applicable) and Practicum Liaisons 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 Instructors and Practicum Liaisons to collaborate in educational planning and assessment of student performance
4. Enable students, Practicum Instructors and Practicum Liaisons, to assess student performance as a guide for future teaching and learning opportunities and experiences

Evaluation Procedures of Student Performance in Practicum

Assessments are made at mid-term and the end of the semester for both practicum semesters. The evaluations are completed in SONIA.

The performance evaluation of student competencies is to be completed by the student and Practicum Instructor. The student should complete the mid-term and/or final Reflection on Practice paper and upload to the appropriate evaluation form in SONIA. It is expected Practicum Instructors

will consult Task Supervisors for input in completing evaluations. For each competency Practicum Instructors should assign a rating for each practice behavior. The ratings should be considered in terms of the student level of practice. Students and Practicum Instructors should meet to discuss the completed evaluation prior to the visit by/interaction with Practicum Liaisons.

Practicum Instructors and students are encouraged to print copies of evaluations for future reference.

Please Note: A Final Evaluation in which 30% of the competency ratings are “No Basis for Rating/Competency Not Yet Demonstrated” and/or “Emerging Competency” will require an extended practicum or result in a grade of fail at the discretion of Practicum Liaisons.

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 Instructors. Agencies should provide mileage reimbursement to students as they do agency staff.

Faculty Illness and/or Extenuating Circumstances

It is possible that Practicum Liaisons could become ill during the semester and/or experience other extenuating circumstances that may affect their teaching responsibilities and interaction with students. If Practicum Liaisons believe they may not be able to respond to student inquiries and/or provide necessary information in a timely fashion, students will receive a notice letting them know that the Practicum Liaison will be out of contact and/or slow to respond for 24 to 72 hours and that regular communication will resume after that period. If Practicum Liaisons are unable to attend meetings (i.e., face-to-face; synchronous online), students will be notified as soon as possible of the change in schedule.

Grades

Grade assignment for the practicum is on a “Pass”, “Fail”, or “Incomplete” basis. The Pass is earned based on a points system. The point system is detailed in the practicum syllabus. A grade of “Incomplete” will be issued regardless of points earned if all assignments have not been satisfactorily completed and submitted. A grade of “Fail” will be issued regardless of points earned if the Final Evaluation consists of at least 30% ratings of Emerging or Not Yet Demonstrated Competence.

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

Students who earn a grade of “Fail” for Practicum and/or Practicum Seminar and Lab courses will be referred to the Practicum and Professional Standards Review Panel. The “Fail” will be averaged into the cumulative GPA and students must redo practicum and/or Practicum Seminar and Lab courses.

Grievances

Students in disagreement with decisions of Practicum Liaisons may contact the Interim Director of Practicum Education, Sharon Sanders – sharon.sanders@louisville.edu for additional consultation. Students dissatisfied with the decision of the Director of Practicum Education may write a letter of appeal to the Associate Dean of Academic Affairs of the Kent School, Dr. Seana Golder at seana.golder@louisville.edu.

Health Insurance Coverage

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

Holidays Observance

Students may observe official University holidays occurring during practicum with the understanding students are to notify their Practicum Instructor in advance of planned holiday observance if the agency remains open for the holiday. Students must 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 holidays will remain protected under the student liability insurance coverage if students are performing activities required for practicum.

Identification of Student Status

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

Inclement Weather

During periods of inclement weather, students should make every effort to report to their agency if the agency remains open. If students determine conditions are too dangerous and they cannot get to the agency, the agency remains open, students must notify their Practicum Instructors. Students must plan a schedule to make up the missed hours upon return to practicum.

Incompletes

When students are unable to complete practicum hours and responsibilities by the end of the semester due to extenuating circumstances. Practicum liaisons will work with students and sites to develop a plan for completion, issue a grade of Incomplete and continue monitoring the student.

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 Instructors and Practicum Liaisons as soon as possible to plan for coverage of client caseloads and assignments during the absence; students

must schedule to make up the missed hours.

International Students in Practicum

The tasks performed in the Practicum experience required for social work education accreditation may be considered “work” from an immigration standpoint. Therefore, all non-U.S. citizens are advised to obtain the proper work permission before the Practicum begins. F-1 and J-1 international students should consult the immigration specialist in the Center for International Education, <https://louisville.edu/internationalcenter>, concerning work authorization procedures as soon as possible.

Mandatory Reporting

All students suspecting possible abuse, neglect, or exploitation of minor children, dependent older persons, or dependent adults must notify their Practicum Instructor immediately to discuss the site’s policies and protocols and prepare and conduct a report to Child Protective Services or Adult Protective Services or law enforcement under the supervision of the Practicum instructor.

MSSW Generalist Level Practicum

Students in MSSW 670/671 may complete practicum in the fall/spring semesters or the spring/summer semesters while taking the concurrent practice courses, MSSW 604/605. Students are required to complete a minimum total of 450 practicum hours across two consecutive semesters with the same practicum site – completing a minimum total of 225 practicum hours each semester – averaging 16 hours per week in the fall and spring semesters and 20.5 hours in the summer semester.

Early Start to Practicum

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

If a Site requires students to attend orientation prior to the beginning of the semester, students should contact their Practicum Coordinator for approval. Students can only attend the orientation, and not begin reporting to the site.

Students in MSSW 610/611 may complete practicum in the fall/spring semesters or the spring/summer semesters while taking the concurrent practice courses, MSSW 604/605. Students are required to complete a minimum total of 500 practicum hours across two consecutive semesters with the same practicum site – completing a minimum total of 250 practicum hours each semester – averaging 18 hours per week in the fall and spring semesters and 22- 23 hours in the summer.

MSSW Specialized Level Practicum:

Students in MSSW 672/673 may complete practicum in the fall/spring semesters or the spring/summer semesters while taking the concurrent practice courses, MSSW 640/677. Students are required to complete a minimum total of 500 practicum hours across two consecutive semesters with the same practicum site – completing a minimum total of 250 practicum hours each semester –

averaging 17-18 hours per week in the fall and spring semesters and between 22-23 hours weekly in the summer. Extra hours completed in MSSW 672 do NOT count toward the required hours in MSSW 673.

Students in MSSW 612/613 may complete practicum in the fall/spring semesters while taking the concurrent practice courses, MSSW 640/677. Students are required to complete a minimum total of 500 practicum hours across two consecutive semesters with the same practicum site – completing a minimum total of 250 practicum hours each semester – averaging 18 hours per week. Regardless of number of hours completed, students are not allowed to finish practicum early.

Early Start to Practicum

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

If a Site requires students to attend orientation prior to the beginning of the semester, students should contact their Practicum Coordinator for approval. Students can only attend the orientation and preplacement required trainings, and not begin reporting to the site.

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 and Family Science and help develop a Generalist for lifelong professional standards. Issues of concern related to this area are referred to the Practicum and Professional Standards Review Committee. See the Appendix Section of this handbook for a copy of the current NASW Code of Ethics.

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

During the first two weeks of the first practicum semester, BSW, generalist MSSW, and specialized MSSW/MSCFT students must complete the online practicum orientation before seeing clients at the practicum site. BSW students and Specialist MSSW/MSCFT students complete a 16-hour online

orientation during the first two weeks of the semester and Generalist MSSW students complete a 32-hour online orientation the first two weeks of the semester.

If a Site requires students to attend orientation prior to the beginning of the semester, students should contact their Practicum Coordinator for approval. Students can only attend the orientation and required pre-practicum trainings and not begin reporting to the site.

Personal Health and Injury

In the event of an injury or health concern while working in practicum, students are responsible for immediately reporting to Practicum Instructors or their designees in case an incident report must be completed. It is recommended students seek appropriate medical attention as soon as possible. If a student is in a placement where they receive a stipend the student should check with their supervisors on protocol for obtaining medical treatment. A Critical Incident Form should be completed in SONIA. Students are solely responsible for seeking and meeting financial obligations for medical treatment required.

Practicum Hours

Generalist practicum students in practicum in the fall and spring are expected to complete an average of 16-17 clock hours per week in the fall and spring semesters. Generalist students in spring/summer are expected to complete an average of 20-21 hours in the summer (due to the shortened semester). A total of 225 hours for each semester and a cumulative total of 450 for the year is required.

Specialized practicums require 250 hours per semester and a cumulative total of 250 hours for each semester with a cumulative total of 500 hours the academic school year. During the fall and spring, the student will average 17-18 hours a week, and in the summer 22-23 hours (due to the shortened semester).

MSCFT students are required to complete 250 hours per semester and a cumulative total of 500 hours for each academic year in both practicums (generalist and specialized) .During the fall and spring the student will average 17-18 hours a week in practicum.

Students are required to schedule blocks of time no less than 4 hours at a time. Students remain in the same practicum site for the entire practicum experience.

Note: that the hours required are per semester. Extra hours in the first semester do NOT count toward the required hours in the second semester.

Students must be available to complete practicum hours in accordance with the schedule of their Practicum Instructor and/or Task Supervisor during normal organization operating hours. A paid employee must be present onsite when students are scheduled to be in practicum or available for support and guidance virtually for remote placements.

Students acquiring more than the minimum number of hours prior to the end of the semester, may not stop attending practicum until the end of the semester. This ensures students have experiences to bring into the classroom to maximize continued learning. After the official end of the fall semester

(see the practicum calendar in the Appendix section), required practicum hours have been documented and approved, required assignments have been submitted, and the final evaluation completed, students may then negotiate with Practicum Instructors and Practicum Liaisons to continue practicum activities during the semester break.

Early Start to Practicum

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

If a Site requires students to attend orientation prior to the beginning of the semester, students should contact their Practicum Coordinator for approval. Students can only attend the orientation and required pre-practicum trainings and not begin reporting to the site.

Practicum Course Credit

Academic course credit for the practicum is earned only when the practicum has been satisfactorily completed. Students who withdraw from practicum do not earn credit--either in terms of clock hours or course credit hours--for time spent in the placement, just as students who withdraw from other courses do not earn credit for time attended class. Under exceptional circumstances when students are transferred from one placement setting to another, the number of clock hours, if any, credited for the initial placement is determined by the Director of Practicum Education. Credit for such hours should not be expected by students. Practicum Liaisons 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 placement agency will be required to complete a minimum additional 32-hours beyond the minimum total practicum hours required; this allows students to gain an orientation to the new agency and complete Competency Development Plans.

Practicum Professional Standard Review Panel

A Practicum Professional Standard Review Panel will be convened when a student's performance, professional standards, or behavior is deemed substandard, unethical, illegal and/or professionally unbecoming at any time (including practicum) and in violation of the NASW Code of Ethics and/or student code of conduct. The Review Panel will make recommendations to the Director of Practicum Education regarding next steps for the student and practicum.

Practicum Sponsored Trainings and Forums

Forums, and trainings provided by or sponsored by Kent School Practicum Program are open to all eligible faculty, staff, and students regardless of race, color, national origin, sex, disability or age.

Practicum Time Off-Site

It is expected that students will spend all hours weekly on location at the assigned placement site and other practicum activity sites such as: home visits, court hearings, and community meetings with other

collaborating agencies. Under rare exception, students may be granted permission from their Practicum Instructors in conjunction with their Practicum Liaisons to conduct an assignment from home. Such an arrangement is to be requested in advance and is understood to be brief and time limited.

Completely virtual placements are rare. In these situations, the details of how hours, communication, client time, and meetings are completed will be determined by the Practicum Instruction and Practicum Liaison.

Problem Resolution

The purpose of these guidelines is to assist the student, Practicum Instructor and Practicum Liaison to develop an equitable resolution to problems or concerns. Problems which cannot be resolved through informal channels or through the use of an Action Plan may be referred to the Practicum Professional Standards Review Panel.

1. While all students should have ongoing supervisory review and consultation, early recognition and feedback of serious performance problems are especially important. Practicum Instructors and Practicum Liaisons 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 Instructors and Practicum Liaisons are in positions to detect concerns, and each have the responsibility to initiate communication with each other. Practicum Instructors usually become aware of student concerns first and should initiate contact with Practicum Liaisons concerning students at this time. Experience with problem situations indicate that early consultation, even if it seems premature, offers an increased possibility of a more complete, favorable resolution of the situation. Together, Practicum Instructors and Practicum Liaisons can explore concerns and seek a consensus of understanding.
2. If in doubt as to whether a concern is serious or major and merits attention, Practicum Instructors and Practicum Liaisons should consult with each other. The Practicum Coordinator can also be consulted if needed. 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 need 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 Instructors and Practicum Liaisons should act to protect the needs of clients and agencies to ensure appropriate service activities.
4. Practicum Liaisons and Practicum Instructors are not and must not be therapists to students. Practicum education does not permit automatic access to students' private lives or personal problems. Practicum Liaisons and Practicum Instructors should expect quality performance and professional behavior from students to evaluate and provide feedback on the students' Practicum performance and professionally address all deficient performance concerns demonstrated by students. At that point, students may voluntarily share personal information

to explain or rationalize their deficient performance. It is important that this personal information be treated confidentially and that students be provided with guidance, resource information, and concerned support. Those in the Practicum office can provide possible resources. At the same time based on the collective judgment of Practicum Instructors and Practicum Liaisons, students may need to be relieved of client responsibilities. Referral to Practicum Liaisons and/or program advisors should ensure proper referral to campus and community resources. Consideration for suspension of practicum may be given if a short break may benefit the student to address personal concerns or allow time for reflection on the situation. When student concerns or behaviors present risks to students, clients, sites, or the university, the Project Coordinator need to be notified. The Practicum Education Office may initiate a Practicum Professional Standard Review Panel and/or consult with the Student Care Team, Kent School Administration, and/or First Responders.

5. Students, Practicum Instructors and Practicum Liaisons should meet to develop written Action Plans for students to foster development to meet the standard of performance. Deadlines should be established for demonstration of the desired behavioral changes along with a notation that failure to demonstrate sufficient improvement may result in a failing grade in the practicum course. Students, Practicum Instructors and Practicum Liaisons should all approve Action Plans. Practicum Coordinators can be consulted and may also have resource knowledge to share.

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

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

- Direct observation of skills
 - Video and/or audio tapes
 - Client records
 - Process recordings
 - Feedback from other agency staff or other professionals
 - Written work, following the APA style
 - Use of supervision
6. Within two weeks of the initiated Action Plan, students, Practicum Instructors, and Practicum Liaisons should meet to evaluate student progress in terms of the Action Plan. At that time, a decision should be made whether the practicum should proceed without further action, if the action plan should be extended, if further adjustments are needed to Competency Development Plans, or if termination of practicum is warranted. The Action Plan Evaluation should be completed in SONIA and signed by students, Practicum Instructors, and Practicum Liaisons. Action plans must be completed by the end of the semester.

7. If the Action plan is not followed by the student, or if the Action plan doesn't improve concerns enough for the student to remain in the practicum, the Practicum Coordinator should be notified, and a review by the Practicum Professional Standards Panel will be initiated.

Concerns Raised by Students

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

Concerns Raised by Practicum Instructors

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

Practicum Instructors, after consultation with students and Practicum Liaisons, may initiate an action plan, suspend, or terminate the practicum placement if, in their professional judgment, a student's continued presence in practicum would be a detriment to clients, students, the agency and/or Kent School. The Practicum Coordinator will need to be notified of any suspension or termination of a practicum placement.

Concerns Raised by Practicum Liaison

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

Practicum Liaisons or the Director of Practicum Education, after consultation with students and Practicum Instructors, may suspend or terminate practicum placements if, in their professional judgment, students' continued participation in programs would be a detriment to clients, students, agencies, and/or Kent School.

Professional Conduct and Appearance

Students should adhere to the professional conduct and behavior standards of the practicum agency. If the practicum agency has a formal dress code, this should be relayed to students during the placement interview and reviewed again during orientation. If students are issued identification badges, they should always be worn during practicum hours and returned when practicum ends.

Students are expected to adhere to the NASW Code of Ethics, the University's Code of Conduct, and the Site's policies and procedures. Students attest to agreement in following all guidelines and policies in the Student Acknowledgement Form, and Practicum Agreement Form.

Students are requested to disclose if there is a history of legal involvement including arrest, charges, and sentences on the Practicum application. The Practicum Director and assigned Practicum Coordinator review the information provided and interview the student if further information is needed to determine what special considerations in need to be considered regarding placement. Practicum Coordinators counsel students regarding placement and future licensing implications. Students are advised of background checks required by practicum sites and possible denial of placement. Should a student be declined a placement due to a positive background check finding that was not previously declared, the student will be referred for a Practicum review. Should the Practicum office become aware of felony charges during practicum, a referral for a Practicum review and consultation with the university Dean of Students Office.

Professional Liability Insurance

All Kent School students enrolled in a practicum must have student liability insurance coverage for the duration of their practicum. Proof of this coverage must be uploaded to the “Checks” tab of their SONIA account by August 1st for fall start students or January 1st for spring start students. This applies also to students completing the second semester of a two- semester practicum after a delay or interruption in their academic career. Students will not be allowed to begin practicum until the student has uploaded proof of coverage in SONIA under “Checks”.

The Practicum Office conducts an audit the prior to the beginning of the semester, and notifies Students, Practicum Instructors, and Practicum Liaisons of students that may not begin practicum placement until the liability insurance and/or orientation are complete. Practicum sites and liaisons should not allow students to start until receiving clearance notices from the Practicum office

A student who has been approved for an employment approved practicum and is provided liability insurance coverage by their employer may request a waiver by submitting a statement on agency letterhead with signature from their Practicum Instructors or agency representatives.

Student liability insurance remains in effect during university holidays and University breaks if students are performing activities required for their practicum and acting under supervision in their placement agency, i.e., functioning as students. If students become employees of their practicum agency, the agency may provide the required liability insurance coverage; the students liability insurance coverage may cease. Students must reach out to their student liability insurance carrier to inquire. If this is the case and the agency does not provide liability coverage, students should immediately contact their insurance carrier and obtain coverage as individual professional social workers.

Carefully review the following information:

Students may obtain student liability insurance from any insurance company of their own choosing. However, obtaining student liability insurance through the NASW Assurance Services is recommended as their rates are significantly favorable for students. Students do not have to join the NASW to be eligible for student liability coverage. However, there are additional benefits for NASW membership.

Cost and Coverage

Students who are members of NASW receive a discount for student liability insurance. The cost for a year of coverage is \$15. The cost for non-NASW student members is \$25 for \$1 million per occurrence/\$5million aggregate.

Students are encouraged to consider the student NASW membership. Learn more about the benefits and cost of membership: https://www.socialworkers.org/Membership/Student-Membership-Resources?utm_source=Search&utm_medium=google-ads&utm_campaign=BTS&utm_content=Students&gclid=Cj0KCQjw1rqkBhCTARIsAAHz7K3m2IdzRef1B_Dhd3AJYgnNtEeSwo-xOOQRSSd4ufe3RQvHGm3d05IaAgXhEALw_wcB

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

How to apply for student malpractice insurance

To apply for student liability insurance or to renew go to: <https://naswassurance.org/student-member-liability/> for information.

Need to speak to someone?

Call 1-855-835-2160 to speak with a licensed insurance agent to get a quote, apply, renew, or get more information on the insurance solutions we offer to social work professionals.

When to Apply

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

Students must upload the certificates of coverage in SONIA under “Checks”. This should be uploaded by August 1 for fall semester and January 1 for spring semester. If you are late in the admission process this needs to be done asap after admission.

Students will be not allowed to begin practicum without proof of coverage being received.

Public Health Requirements for Practicum

Students in practicum must practice the safety protocols required by the University, social service and healthcare organizations, and local public health mandates.

Students electing not to receive vaccinations required by social service and healthcare organizations and students for whom vaccination is contraindicated will not be placed in sites requiring vaccination. For these students, the Practicum Education Office will make efforts to secure placement in settings

that do not require vaccinations. Students must accept placements as secured by the Practicum Education Office as placement options will be limited. If placement cannot be secured by the University's Last Day to Withdraw from Class, the practicum course will need to be deferred to the next eligible semester and the student will need to withdraw from the course.

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 and Family Science.

Racial Harassment

The University of Louisville, Kent School of Social Work and Family Science does not condone nor tolerate racial harassment of students, staff, or faculty. Student who experiences racial harassment in practicum should immediately notify Practicum instructors, and Practicum Liaisons. Critical Incident Reports should be initiated and reviewed by the Practicum Director to ensure appropriate steps have been taken to protect student well-being. Referrals may be made to appropriate university services and resources, and options for the student may include removing the student from the site and locating a new site, the site will be reviewed to determine whether the site will remain viable for student placement.

Requirements for Success in Practicum

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

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

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

- Conduct accurate observations
- Effectively communicate with others through verbal, non-verbal, written, and the ability to listen and comprehend what you are receiving and what you are transmitting
- Sensory and motor functions that allows you to perform safely and satisfactorily in the social work agency settings
- Possess the intellectual, conceptual, integrative, and quantitative functions to be able to think critically, analyze and interpret objective and subjective data and apply effective critical thinking skills
- Effectively use and apply program knowledge/skills/learning to the practicum situation
- Exhibit self-awareness and openness to learn how one's values, beliefs, emotions, and past experiences affect thinking, behavior and relationships and be open to change when appropriate

- Demonstrate emotional and mental stability to deal with current life stressors and use appropriate coping mechanism and self-care and effectively use help for medical/emotional problems that interfere with academic or practicum performance
- Conduct oneself in an ethical manner in accordance with a commitment to the goals of social work and the ethical standards and values of the profession

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this course, immediately notify your Practicum Coordinator and contact the Disability Resource Center (Stevenson Hall, 852-6938) for verification of eligibility and determination of specific accommodations needed. Students must present a letter of accommodations needed in practicum from the Disability Resource Center to the Director of Practicum Education as soon as possible. This web site may also be of assistance: <https://louisville.edu/disability>.

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

Return of Agency Property

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

Safety in Practicum

The inherent nature of collaborating with individuals in the community brings many concerns of which students must be aware and seek guidance from Practicum Instructors and/or Practicum Liaisons. Social work practicum involves contact with individuals who may have been exposed or have an undiagnosed or diagnosed communicable disease. Practicum may involve incidents involving aggressive or combative individuals. It is imperative that students discuss safety protocols and address discussions about safety in classes and in practicums. Students must always follow the safety protocols of the agency and act to minimize risks to personal safety. Students are responsible for notifying Practicum Instructors and Practicum Liaisons immediately of any safety concerns.

Semester Breaks

Students may observe official University breaks with the understanding the student advises their Practicum Instructor in advance of planned absence. Students must arrange coverage of their clients when they will be absent from practicum. Students continuing to work during semester breaks remain protected under the student liability insurance coverage if students are performing activities required for practicum. Students should plan carefully to ensure the required practicum hours are completed by the end of the semester. *Students continuing to work during breaks may not use the accrued hours to finish practicum early.* Students may negotiate for reduced weekly practicum hours; however, Practicum Instructors and Practicum Liaisons reserve the right to decline if there are concerns with

student performance, learning will be compromised in some way, or service delivery to clients will be negatively impacted.

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 Instructors and Practicum Liaisons as soon as possible to plan for coverage of client caseloads and assignments during the absence; students must schedule to make up the missed hours.

Sexual Harassment

Students who experience sexual harassment in practicum should immediately report all incidents to Practicum Instructors and Practicum Liaisons. The University of Louisville will not condone such behavior and maintains policies regarding this. <http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>.

Students are also encouraged to review the NASW Code of Ethics, sections Social Worker's Ethical Responsibility to Clients

- 1.09 Sexual Relationships
- 1.11 Sexual Harassment

Social Workers' Ethical Responsibilities to Colleagues,

- 2.6 Sexual Relationships
- 2.7 Sexual Harassment
- 2.11 Unethical Conduct of Colleagues

The NASW Code of Ethics may be viewed at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Social Media

Students are expected to practice in an ethical manner, in accordance with the NASW Code of Ethics, while working with clients and programs within their practicum. Social media sites are public domains, and all information can be accessed by anyone. Once in cyberspace, information remains indefinitely. Posts to personal social network sites can become available to the public despite the use of the highest privacy settings. Students should keep in mind that clients, both present and former, and employers, both present and prospective, may find information about them through social media sites. Students should not make disparaging comments about Practicum Instructors, colleagues, or agencies on social media sites. Posting negative professional/practicum related content on personal social media sites can damage professional credibility. Students should maintain collegial interactions with Practicum Instructors, Practicum Liaisons, and colleagues when using social media sites such as LinkedIn, Facebook, Twitter, YouTube, SMS/texting, Second Life, Flickr, Blogs, etc. To maintain confidentiality, students should avoid posting information on personal social media sites about agencies unless promoting an event for the community or completing an agency approved task on agency social media sites. To protect client privacy, students should never comment about clients or client situations on personal social media sites. Students should avoid making personal connections

with clients using personal social media as this can lead to compromised professional boundaries. Students are not permitted to link to or view the social media profiles of clients or employees of the placement agency. Additionally, students should consult with their placement site about existing agency policies and expected practices on social media use. Students are expected to use great care in how they represent the social work profession in any online activities. If students' social media profile or linkage is considered a poor professional practice or an ethical violation, students may be subject to a Practicum and Professional Standard Review.

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

Values and ethics: Apply social work ethical principles to guide practice.

Professional Identity: Identifies as a professional social worker and conducts oneself accordingly.

Organizational Context: Responds to contexts that shape practice.

Critical Thinking: Apply critical thinking to inform and communicate professional judgments.

Engagement: Engage with individuals, families, groups, organizations, and communities. Also, of

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

Section 1.03: Informed Consent

Section 1.06: Conflict of Interest

Section 1.07: Privacy and Confidentiality

Section 4.06: Misrepresentation

Social Work Licensure

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

Students are encouraged to check for the required practicum hours for the state in which they reside or plan to relocate to upon graduation. Students who need more than the required Kent School hours, should discuss planning for additional practicum hours with Practicum instructors and Practicum liaisons.

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

In Kentucky, any applicant for social work licensure with convictions will be considered on a case-by-case basis by the KY Board of Social Work. There are no specific laws which would automatically prohibit a Social Work license being granted. Any individual with criminal convictions can be reviewed

by the Board prior to making a formal application. Prospective applicants should write a letter of inquiry to the Board asking for review of their criminal conviction(s), and whether 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 participated 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.

SONIA

SONIA is the Practicum placement tracking platform used by/for students, Practicum Instructors, Task Supervisors and Practicum Liaisons to track hours completed, document competency development plans, complete midterm and final evaluations and access other documents. The Practicum Office also uses SONIA to track required documents i.e., student liability insurance and other practicum site requirements. SONIA may be accessed at <https://sonia.louisville.edu/>. Students and Practicum Liaisons can access SONIA using UL log in credentials. Task Supervisors and Practicum Instructors are granted access and credentials by the Practicum Education Office. Anytime students Task Supervisors or Practicum Instructors change, the Practicum office should be notified as soon as possible, Practicumedu@louisville.edu.

Student Acknowledgement Form

All students are required to complete a student acknowledgement form, in Sonia, between August 1st and the first day of the semester. This form highlights critical information for the Practicum, and by signing this form, the student acknowledges they are aware and will abide by the acknowledgement statements. Under no circumstances will students be allowed to begin practicum until the student acknowledgement form is completed.

Student Conduct

Students entering the Kent School of Social Work and Family Science, 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.

Supervision

Students are expected to actively participate in at least 1 hour of Practicum supervision with their Practicum Instructors each week. This should be a planned and intentional time set aside for formal supervision. Students should prepare an agenda of questions and concerns and keep notes of meetings for future reference. Practicum Instructors are expected to maintain records of supervision for tracking student progress and in completing performance evaluations. Students working under Task Supervisors must participate in offsite supervision with their Practicum instructor. Practicum instruction can occur in-person or through virtual meetings. In recognition of the intrinsic value of learning within a group context, group supervision may be utilized if Practicum instructor provide

time for individual meetings with students to discuss confidential issues and discussion of performance. Failure to participate in supervision may result in suspension, and referral for a Practicum Review or termination of practicum.

Technology

Blackboard- Blackboard is where the course shells are located for all classes. It is where specifics regarding assignments, the syllabus and grades can be found. While many of the forms and documents are completed and submitted on Sonia Blackboard is where students will find many of the directions and grades.

Email- Once a student receives their UofL email, all written communication should be done using the UofL email. Students need to check their email daily. If students get locked out of their email, forget their password, or have other difficulties the student should contact the help desk: [\(502\) 852-7997](tel:5028527997). Email is essential for Field Practicum. Failure to read emails and to respond promptly can not only delay the practicum placement process but also failure to read emails can create situations where the student may not be able to being practicum in the semester anticipated.

Sonia- SONIA is the Practicum placement tracking platform used by/for students, Practicum Instructors, Task Supervisors and Practicum Liaisons to track hours completed, document competency development plans, complete midterm and final evaluations and access other documents. The Practicum Office also uses SONIA to track required documents i.e., student liability insurance and other practicum site requirements. SONIA may be accessed at <https://sonia.louisville.edu/>. Students and Practicum Liaisons can access SONIA using UL log in credentials. Task Supervisors and Practicum Instructors are granted access and credentials by the Practicum Education Office. Anytime students Task Supervisors or Practicum Instructors change, the Practicum office should be notified as soon as possible, Fieldedu@louisville.edu.

If there is trouble with Sonia,

1. First be sure you are using your UofL use ID and password
2. Log out of Sonia- DO not close the window. Click the arrow at the top right corner of the browser to log out.
3. Update your computer system. See directions below.
4. Clear the cache. See directions below.
5. If problems continue, please take screen shots, write a verbal description, and email the service account with that information. The account is fieldedu@louisville.edu.

Updating Systems:

How to update Google Chrome on Windows or Mac:

1. Open Google Chrome.
2. Click the three dots icon on the top right.
3. Click **Update Google Chrome**. If this button is not visible, that means you are on the latest version of the browser.
4. Click **Relaunch** to update Google Chrome.
5. An alternative way to do this is to click the three dots icon and click **About Google Chrome**.

6. Now Google Chrome will begin to update itself automatically. Once the update has been downloaded, click **Relaunch**.

How to update the Edge Browser:

1. Open Microsoft Edge and then select Settings and more... > Settings.
2. Select About Microsoft Edge. It will automatically check for updates. If the version you have is up to date, you will see "Microsoft Edge is up to date."
3. If an update is available, it will start downloading automatically.
4. Restart the browser once updated.

How to Update Mozilla Firefox:

1. Click the menu button, click Help and
2. Select About Firefox. The About Mozilla Firefox window will open. Firefox will begin checking for updates and downloading them automatically.
3. When the download is complete
4. Click Restart to update Firefox.

How to update Safari Browser:

1. To update Safari on a Mac, click on the App Store →
2. Click on Updates →
3. Find the system update →
4. Click on the Update option next to the system update.

Clearing the Cache:

How to Clear Cache on Chrome:

1. Click the 3-button icon at top right
2. Choose History
3. Then History, clear all browsing data.

How to clear Edge Cache Browser:

1. Open Microsoft Edge,
2. Select Menu (3 dots icon on top right corner of the browser) > Settings > Privacy & services.
3. Under Clear browsing data, select Choose what to clear.
4. Select the Cached images and files check box and then select Clear.

How to clear Mozilla Firefox Cache:

1. Click the menu button and select Options.
2. Select the Privacy & Security panel.
3. In the Cookies and Site Data section, click Clear Data...
4. Remove the check mark in front of Cookies and Site Data.
5. With Cached Web Content check marked, click the Clear button.
6. Close the about: preferences page. Any changes you've made will automatically be saved.

How to clear Safari Cache:

1. Click on Safari (at top left corner of browser) in the menu bar. Click on Preferences.
2. Select the Privacy tab.

3. Click on Manage Website Data.
4. Select Remove All and click on Remove now in the popup.
5. Check in Advanced tab if Show Develop menu in menu bar is selected. If not, Check the box.
6. Select Develop in the menu bar on the top of the screen
7. Click Empty Caches to clear Cache.

Termination of Practicum

When practicum is terminated, and the decision is made not to place the student in another practicum agency, students, Practicum Liaisons, the advising office, and the Director of the BSW or MSSW Programs will be notified. A Practicum and Professional Standards Review will be requested.

The student 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
3. An attempt to harm oneself
4. An attempt to harm someone else
5. Repeated tardiness (or leaving early) 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 by the Kent School of Social Work and Family Science and the University
15. Failure to successfully complete an Action Plan

Students who withdraw from practicum following substantial performance problems as noted by Practicum Liaisons will not be allowed to enroll in practicum in the following semester/year without special review and permission of the Director of Practicum Education. The usual procedure will be for students to take time off from practicum to address underlying concerns which impair their performance, such as knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. as noted by Practicum Liaisons or the Director of Practicum 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.

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 to give students general notice of non-academic prohibited conduct.

The primary purpose for the imposition of non-academic discipline in the University setting is to protect and preserve a quality educational environment in the campus community. The University is not designed or equipped to rehabilitate students who do not abide by the Code. It may be necessary to remove those students from the campus and to sever the institutional relationship with them, as provided in the Code. The University is concerned with the rights of individuals as well as the general welfare of the University community. The Code of Student Conduct provides the rules, regulations, and procedures for acceptable standards of behavior and for due process. The Code should be read broadly as it is not designed to define non-academic misconduct in exhaustive terms. For further information about the Code of Student Conduct, please contact the Student Affairs Office, W302 Student Activities Center, (502) 852-6933. 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 <https://louisville.edu/dos/students/codeofconduct>.

Timesheet

The practicum timesheet is in Sonia. Students are to enter their time worked in practicum each day they are present. Students are not to wait until the end of the week or month to enter their time. This will ensure accuracy of time recorded. Timesheets may not be used as a planner; in other words, students must not enter future time in SONIA. This will avoid confusion and termination from practicum for time falsification. Students record time in the following categories: direct services to individuals, couples, and families; group facilitation; formal supervision; orientation/professional development; staff/committee meetings; community activities; administrative activities; and research activities. Direct contact hours consist of in-person, telephone, or virtual contact (using agency platforms) with clients, staff, and community constituents.

Task Supervisors and/or Practicum Instructors are to review and approve student timesheet activities including supervision time, comments, time increments for accuracy, address any discrepancies, before approving hours in SONIA during their weekly supervision. Practicum Liaisons should review hours in Sonia and address concerns monthly.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a university-sponsored program or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#)

Students entering the Kent School of Social Work and Family Science, 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.

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 and Family Science does not waive any social work course or practicum requirements for previous work or life experience per the CSWE's Educational Policy and Accreditation Standard, 3.2.5. *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.* See the Appendix Section of this handbook for the Education Policy and Accreditation Standards.

Transportation

Students are not to transport clients in their personal vehicle under any circumstances. Agencies must have a clearly defined policy regarding client transportation by students using agency vehicles.

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

The student:

1. must maintain a valid driver's license.
2. must maintain auto insurance coverage.
3. is 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 Liaison immediately.

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 for practicum hours.

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 which is in SONIA.

Weapons

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

PART FIVE – STUDENT RESOURCES

Campus Health Services

Cardinal Station

215 Central Avenue, Suite 110

Phone: 852-6479 Fax: 852-0660

[UofL Campus Health Services Website](#)

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

Campus Psychiatric Services

Cardinal Station

215 Central Avenue, Suite 110

502-852-6479

[UofL Campus Health Services Website](#)

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

Career Development Center Houchens

Building, LL03 Phone: 852-6701

[UofL Career Development Center Website](#)

The primary purpose of the Career Development Center is to assist students and alumni in developing, evaluation, and/or implementing career, education, and employment decisions. Services include mock interviews, career assessments, job search assistance, and resume writing assistance.

Counseling Center

Student Activities Center

2100 South Floyd Street, W204

Phone: 852-6585 Fax: 852-0291

[UofL Counseling Center Website](#)

Acquiring healthy coping skills, learning to communicate better, and strengthening an existing relationship are common activities at the Center. Talking to a professional counselor, a trained

listener can be a step in the right direction when dealing with the increased frustration, tension and confusion brought on by today's rapidly changing world. The Center aids on a time-limited basis through individual counseling, group counseling, and consultation. All currently enrolled students are eligible to use the Center's services free of charge.

Dean of Students Office

Student Activity Center, W301

Phone: 852-5787

[UofL Dean of Students Office Website](#)

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

Student Advocate

Dean of Students Office, W301

Phone: 502-852-8113

advocate@louisville.edu

<http://louisville.edu/dos/help/studentadvocate/>

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

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

Student Grievance Office

Phone: 852-6102

[UL Student Grievance Office](#)

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

Disability Resource Center

Stevenson Hall, 119

Phone: 852-6938 Fax: 852-0924

[UofL Disability Resource Center Website](#)

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

Financial Aid Office

Houchens Building, 110

Phone: 852-5511 Fax: 852-0182

[Financial Aid Office Website](#)

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

Health Promotion

Student Activity Center 2100 South Floyd Street

Phone: 502-852-5429

[Health Promotion Website](#)

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

IT Help Desk

502-852-7997

[UofL IT Help Desk Website](#)

helpdesk@louisville.edu

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

Office for LGBT Services

Strickler Hall, Room 126

Phone: 852-0696

[UofL Office of LGBT Services Website](#)

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

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

Student Activities Center

2100 South Floyd Street, W309-H

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

[UofL PEACC Office Website](#)

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

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.

Provide advocacy and assistance to university students, staff and faculty who are affected by sexual assault/rape, domestic violence, and stalking.

Coordinate and facilitate training and education programs about issues of violence against women at all levels of the University.

Raise campus awareness of the issue of violence against women.

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

REACH

Belknap Academic Building, Suite 202

502-852-6706

[REACH Website](#)

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

Sexual Harassment, Sexual Assault, Partner Violence.

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

For complaints against other UL students, contact the Dean of Students Office at 502-852-5787.

For complaints against UL employees, contact Human Resources at 502-852-6688.

For complaints against a UL visitor, contact UL Police at 502-852-6111

For complaints occurring in the practicum setting, contact Practicum Instructor and/or Practicum Liaison or the Director of Practicum Education as soon as possible.

Social Work Licensure

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

Students are encouraged to check for the required practicum hours for the state in which they reside or plan to relocate to upon graduation. Students who need more than the required Kent School hours, should discuss planning for additional practicum hours with Practicum instructors and Practicum liaisons.

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

In Kentucky, any applicant for social work licensure with convictions will be considered on a case-by-case basis by the KY Board of Social Work. There are no specific laws which would automatically prohibit a Social Work license being granted. Any individual with criminal convictions can be reviewed by the Board prior to making a formal application. Prospective applicants should write a letter of inquiry to the Board asking for review of their criminal conviction(s), and whether 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 participated in, and the reasons for pursuing a career in the social work profession. Copies of the conviction(s) should be attached to the letter. It would also be good to include any information about how the prospective applicant’s life has changed since the conviction(s) i.e., employment, education, geographic location, etc. and to attach any letters of support/references. The Board will review the information and contact the individual for further information if needed. The individual will receive a determination from the Board. The Board could change leadership/membership between the time of the applicant’s inquiry and graduation, so the applicant is well advised to retain any correspondence/communication received from the Board throughout this process.

TRIO Student Support Services (SSS)

Davidson Hall, Room

106 502-852-1406

[TRIO Website](#)

TRIO is committed to helping low-income, first-generation college students and students with disabilities achieve a bachelor’s degree. The program’s mission is to increase retention and graduation rates by offering academic, financial, and personal support. Services include Academic

Support: study skills development, academic intervention and advocacy, academic success workshops, opportunities to form study groups, one-on-one tutoring, assistance with graduate school applications, educational resources; Personal and Professional Support: leadership development opportunities, career exploration and workshops, cultural enrichment activities, self-advocacy skill development, referrals to campus and community resources, professional mentoring; and Financial Support: supplemental grant aid, financial and economic literacy programs, information in applying for student aid, and scholarship opportunities.

Writing Center

Ekstrom Library, Room 132

502-852-2173

[UofL Writing Center Website](#)

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

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

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

Appendices

Agency Orientation and Activity Schedule

Week One Activities

- Prepare written schedule for student's practicum
- Decide on student's title and primary role
- Discuss supervisory style and student's learning style; explore issues of cultural diversity in the supervisor-student relationship
- Discuss the language and jargon used for the 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 Instructor
- Introduce co-workers and other agency personnel; identify staff who may provide consultation for student
- Tour agency; include office/work site for student; tour satellite offices.
- Explain parking procedures; obtain parking pass, I.D. card; lunch routine
- Provide introduction to agency mission, goals, philosophy
- Provide organizational chart depicting program/unit where student will work.
- Explain how student fits into agency structure; student's role in staff meetings/ committee meetings; how agency staff are notified about student role; how clients are notified about student's role
- Read the NASW Code of Ethics
- Shadow/observe agency staff in activities
- Review Practicum Syllabus together, make note of practicum assignments

Week Two Activities

- Discuss culture of the agency
- Identify issues addressing the agency
- Shadow/observe agency staff in activities
- Shadow agency staff in visits to major resources used by agency
- Identify significant internal agency resources; establish schedule to visit
- Identify significant community resources; establish schedule to visit
- Identify internal agency training opportunities, schedule attendance and register
- Identify community conferences/seminars opportunities, schedule attendance and register
- Address issues of staff safety, in the office and in the community, including agency policies related to reporting incidents of threats/violence
- Review Social Work Practice and Seminar and Lab Syllabi (if applicable) for student's course, during supervisory session, review.

Week Three Activities

- Develop draft of Practicum Competency Development Plans (see guidelines in the Practicum handbook)
- 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 Instructor; establish agenda outline for supervisory sessions incorporating educational goals
- Prepare to assign student's first client to begin next week/fourth week in practicum.
- Conceptualize the agency's practice methods
- Review together the General Practicum Education Policies in the Practicum handbook

Week Four Activities

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

Week Five Activities

- Establish use of audio/video taping of student's work with clients; agency required client permission forms (if applicable)
- 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.
- Discuss how student's evaluations are conducted

Week Six Activities

- Discuss agency requirements and expectations to achieve a grade of pass in the practicum: attendance/punctuality, abiding by the NASW Code of Ethics, following agency policy, contradiction of Practicum Instructor's instructions, behaving with agency colleagues in a professional manner, informing Practicum Instructor of student's activities and client's issues in a timely manner, acting interdependently rather than independently, etc.

Example Learning Activities for Competencies

Do not allow this list to suppress your originality and creativity in writing Educational Objectives. This list serves only to provide examples for content and format. This is a brief 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.

[Generalist Learning Activity Examples](#)

[Specialized Learning Activity Examples](#)

Adapted from the Educational Policy and Accreditation Standards, Council on Social Work Education, Inc., 2015. [Council on Social Work Education Website](#).

[NASW Code of Ethics](#)