



**SOCIAL WORK PROGRAM
FIELD PRACTICUM MANUAL**
Eighth Edition

**Social Work Program
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PREFACE

This manual assists students, faculty, and agency supervisors to understand the objectives, policies and procedures that govern Field Practicum instruction for the Bachelor of Social Work degree within Heritage University Social Work Program.

The purpose of this manual is to provide a tool that will:

1. Orient students to the Practicum Program
2. Orient field supervisors to the BSW Program
3. Increase understanding of the Practicum Program and the importance of the supervisor's role
4. Provide suggestions on possible learning experiences appropriate to students in the field
5. Explain general policies and procedures
6. Explain the roles and functions of each participant
7. Serve as a guide in planning learning agreements between the student, the placement site and the Social Work Program

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HISTORY OF SOCIAL WORK PROGRAM

The Social Work Program at Heritage University began as a sequence of courses constituting a “concentration” in the Department of Human Services’ interdisciplinary BA Degree. In January 1994 the Board of Directors approved offering of a Bachelor’s Degree in Social Work (BSW) for inclusion in the University’s 1994-1996 catalog. The Social Work Program applied for accreditation through the Council of Social Work Education (CSWE) and entered accreditation candidacy in 1994. The Social Work Program became fully accredited by CSWE in 1998. The Social work Program received CSWE reaffirmation in June 2003 and June 2009. The Social Work Program is now accredited through June 2018.

As a fully accredited baccalaureate social work program, all courses meet or exceed the highest standards established by the Council on Social Work Education and prepare students for careers as generalist social work practitioners.

BSW SOCIAL WORK PROGRAM MISSION STATEMENT

The mission of the Social Work Department at Heritage University is to prepare students for entry-level generalist social work practice with individuals, families, groups, organizations and communities. The generalist practitioner engages in a multi-layered practice with a diverse society. The Social Work Program places a special emphasis on the needs of the multi-cultural, rural constituency and humanistic values. This philosophy respects and supports the rights, the dignity, and the worth of all people regardless of their color, creed, race, or national origin, age, gender, sexual orientation, economic, social status, political orientation or disabilities. In addition, this philosophy recognizes the potential of each student and strongly believes that student's diverse cultural and ethnic background is an asset to his/her educational process.

BSW CONCEPTUAL FRAMEWORK

The Bachelor of Social Work Program’s curriculum philosophy focuses upon the preparation of generalist social work practitioners. Students acquire and develop social welfare knowledge, values, and skills required for competent and effective social work interventions with diverse populations of individuals, families, groups, organizations, and communities within complex multicultural society. The BSW Program curriculum emphasizes ongoing critical analysis of issues that include:

1. Social and economic justice, to include social stratification
2. Populations-at-risk
3. Social problems and effective issue resolution strategies
4. Social systems and ecological perspective
5. Celebration of human diversity

This conceptual framework connotes a social work generalist as a professional with a broad view i.e., one who can view a situation from multiple perspectives, analyze the interactions of client systems within the environment and intervene appropriately and when needed.

The generalist is skilled at coordinating and mobilizing the knowledge and skills of the profession for the benefit of the individual client or client system. The generalist social worker utilizes critical thinking skills in the performance of his/her duties.

The generalist social worker utilizes a problem-solving process in the following areas:

1. Engagement or relationship building with the client system
2. Assessment
3. Planning for intervention
4. Implementation of the plan (action taken)
5. Evaluation (including monitoring mechanisms needed for research and effective intervention)
6. Termination and
7. Follow-ups (needed for research and effective interventions)

The professional knowledge base of the generalist social worker includes the following:

1. Fields of practice
2. Systems theories
3. The ecological perspective
4. Human behavior and the social environment
5. Social welfare policy and policy practice
6. Social work practice
7. Research-informed practice and practice-informed research
8. Values and principles that guide practice

The ethics and value base of the generalist social worker includes:

1. NASW Code of Ethics
2. International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
3. Awareness of personal values
4. Management of ethical dilemmas.

This overall perspective is consistent with our program and the resources of our communities for the following reasons:

1. The educational mission and resources of Heritage University
2. The characteristics of the university faculty and the student population
3. The nature of social service agencies in the geographic areas served by the University
4. The rural makeup of the communities in which most practitioners function in Eastern Washington
5. The educational framework for our social work program

GENERALIST SOCIAL WORK

Heritage University Baccalaureate Social Work Program is a Generalist Program. From the NASW, “Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings.

They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.”

The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. Below are the nine CSWE Competencies:

CSWE COMPETENCIES

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

PROGRAM GOALS

The Social Work Program has established the following goals:

1. Provides quality educational preparation for beginning generalist social work practice with individuals, families, groups, organizations and communities
2. Focus on the specific needs of the multicultural, diverse populations in the rural and urban regions of the Northwest
3. Prepares students academically to pursue graduate level education.

INTEGRATION OF THE SOCIAL WORK PROGRAM INTO THE UNIVERSITY MISSION

The mission and purposes of the Social Work Program are consistent with Heritage University’s mission and academic purposes. The University’s Mission is to empower a multi-cultural and inclusive student body to overcome the social, cultural, economic and geographic barriers that limit access to higher

education. Rooted in the homeland of the Yakama Nation, we embrace transformational student-centered education that cultivates leadership and a commitment to the promotion of a more just society.

The Social Work Program supports the university mission by preparing students for entry-level generalist social work practice necessary to function effectively in a multicultural and diverse society. Consistent with the mission of the university, the program emphasizes developing competencies to serve a multicultural and rural constituency. It teaches students to notice, understand, and assist others in coping with human life dilemmas.

The Social Work Program is an integral part of the university's College of Arts and Sciences. Both the program and college work together to promote critical thinking, intellectual inquiry, maximize student respect for nature, critical examination of society, others and self. Both the program and division teach students critical problem analysis and resolution through cross discipline application of concepts and insight.

FUNCTIONS OF THE FIELD PRACTICUM

The field practicum is a vital part of social work education in accredited social work programs. Combining education, "hands-on" training, and supervised practice in an agency setting, the practicum brings students' classroom knowledge into the world of social services. By applying this knowledge to real situations, students can discover their capabilities and limitations, test their values, examine their practice preferences, and explore the arena of social welfare.

THE PRACTICUM AS A LEARNING EXPERIENCE

Agencies that accept practicum students must be prepared to devote time and energy to structuring learning experiences that are relevant to each student's objectives. Students should be regarded neither as passive observers nor as employees of the agencies. Instead, they should be given opportunities to both observe and participate in the functions of the agency. Their tasks should be related to their learning objectives and should be appropriate to their levels of education and experience.

Occasionally, students are already employed in social service agencies when they begin practicum planning, and for economic reasons, ask to fulfill the practicum requirements within the work setting. This is only permissible if the program and the agency can mutually work out a learning plan that is significantly different from the student's regular duties in the agency. Practicum credit cannot be given for routine employment.

THE AGENCY SETTING

Practicum placements are available in a wide variety of agency settings, both public and private. The University makes an effort to maintain working relationships with a range of agencies that will be responsive to the learning objectives of most students. These agencies generously make their time, facilities, and human resources available to students in order to further the quality of social work education.

Most practicum placements occur in traditional social welfare settings such as public social service agencies, neighborhood centers, mental health centers and residential treatment centers. The Social Work Program also encourages non-traditional placements that promise the innovative application of social work principles to new problem areas and situations. In identifying practicum agencies, the program determines that each agency can provide an experience consistent with the program and the student's

learning objectives. The program will not accept practicum agencies that engage in discrimination based on age, gender, race, religion, disability, marital status, national origin, or sexual orientation.

A minimum of 450 hours of Field Practicum placement is required of all Social Work majors. The Field Practicum placements require 225 hours during fall semester, and 225 hours during spring semester for a total of a minimum 450 hours.

The first semester Field Practicum placement provides the student with practical experience in a social work agency, institution, or department designed to complement the student's academic work and enable the student to learn to apply theory to real social work situations. The student will have the opportunity to observe the social worker's role in the helping process, to have direct contacts in agencies with a variety of individuals, groups, and/or community resource workers, to learn some beginning social work tasks, and to share experiences with other students in small field seminars on campus. The students will be expected to develop a beginning self-awareness of their own part in the helping process, perform at a beginning level the functions of the agency to which they are assigned, and put into practice beginning social work skills. The course is intended to lead to developing competence in linking people with systems that provide them with resources, services, and opportunities, and to develop skill in applying knowledge of human diversity in behavior and the social environment.

Students in placement are responsible to a fieldwork supervisor, with whom they meet on a regular basis. Also, students meet in small field seminar groups with a faculty member an hour a week or its equivalent throughout the placement in addition to the hours spent in the agency. These groups give the students the opportunity to share new knowledge, awareness, and reactions to their new field experiences with peers and faculty on campus.

The second semester Field Practicum experience is designed to provide the student with the opportunity to further integrate and apply knowledge and theory learned in academic courses to actual social work situations. The student is expected to perform social work responsibilities equivalent to those of a new staff member in the agency, under close supervision of the fieldwork instructor. It is expected that the student will become aware of, and analyze, her/his own value orientations and feelings about people and the problems which they bring to social agencies. In addition, emphasis is placed on the acquisition of knowledge and understanding of the network of social work services in the community, and of learning techniques and skills common to social work practice.

Students in placement are responsible to an agency supervisor (MSW social worker) with whom they meet on a regular basis. Also, students meet in small field seminar groups with a faculty member an hour a week, or its equivalent, throughout the placement in addition to the hours spent in the agency.

AGENCY SUPERVISION

Supervision is the most crucial aspect of the Field Practicum. The student's agency supervisor will have more impact on their subsequent professional practice than any other influence in their social work educational experience. Agency supervisors are seasoned professionals within the agency who commit themselves to structuring relevant learning experiences for the students. They meet regularly with the students to interpret, problem-solve, and provide feedback and information on the student's experiences. Agency supervisors may become both role models and mentors to their supervisees.

Because of the importance of agency supervision in shaping the social work practice of beginning professionals, the program prefers that agency supervisors have a Master's degree in Social Work. The assigned agency supervisor takes special care to assure that the student has the opportunity to maintain a social work focus. If an MSW is not available, a supervisor with a BSW may provide supervision.

Exceptions to the MSW/BSW requirement may be made when the practicum setting promises to provide the student with an innovative or otherwise valuable learning opportunity. In those instances, the program will arrange an outside MSW Field Supervisor.

To facilitate integration of classroom and Field Practicum, the Field Practicum Coordinator convenes 15 hours of field interactive seminars during each semester. Attendance is required for all students engaged in a field practicum. In conjunction with the seminars, students are required to submit written assignments that document their field experiences. Field journals, learning contracts, and/or case studies are examples of commonly used assignments. Seminars are considered a principal link between classroom and the agency experience and are intended to provide opportunity for exploring theoretical considerations as they influence intervention plans and behavior.

To provide linkage and support to the fieldwork supervisor and student, the Field Practicum Coordinator visits the student and fieldwork supervisor in the agency during the placement.

ADMINISTRATION OF THE PRACTICUM PROGRAM

Field coordination is carried out by the Field Practicum Coordinator. The coordinator has the responsibility for identifying or developing appropriate placements, orienting agency representatives to the educational objectives and practicum policies, and linking students to practicum agencies. Problems that cannot be resolved mutually by the student and fieldwork supervisor will be referred to the Field Practicum Coordinator. The program makes every effort to ensure the practicum experience is productive and rewarding for all participants, and it is carried on in the best spirit of social work education.

REQUIREMENTS OF THE FIELD INSTRUCTORS

Fieldwork Supervisors must meet one of the following criteria:

MSW and 2 years post MSW degree practice experience in social work (**preferred**), or
BSW and five years practice experience in social work post BSW degree experience.

Both degrees must be earned from social work programs accredited by the Council on Social Work Education. The program assures Field Instructors have these credentials by a) checking a box in the Learning Contract, and/or b) by providing us with their resumes/CVs.

Most of the field supervisors working with Heritage University students meet the first of the above criteria. Only occasionally is a social worker with a BSW and at least five years of experience used as a field supervisor. When a student has a field placement with an agency in which he or she is also employed, an MSW is always the field supervisor.

For those unique cases in which a Fieldwork Supervisor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective by identifying an outside MSW to provide supervision or by providing themselves. In the case where the student does not have an MSW supervisor, the Field Practicum Coordinator and/or the Field Practicum Director engage in a closer educational and monitoring role. In these cases, the Field Practicum Coordinator, for example, will closely monitor the student and the Field Instructor in developing the Learning Contract making sure all competencies and all behaviors are properly addressed. In addition, the Field Practicum Coordinator will schedule more frequent site visits to meet with Fieldwork Supervisor to both train and monitor. The coordinator will also regularly provide theoretical framework for the student and Fieldwork Supervisor. The Field Practicum Coordinator will also sign the Monthly Log hours form.

STRUCTURING A PRACTICE EXPERIENCE

Together with their agency supervisors, students develop tasks and activities for the practicum based on the Council on Social Work Education's Core Competencies and their own interests. The program specifically seeks practicum sites which can provide opportunities for educational experiences with all levels of systems: individual, family, group, community and societal. By the end of the field Practicum, students should have achieved some level of competency in each of the nine core areas. Below is an excerpt from the CSWE Educational Policies that pertains to competencies.

Competencies

Competencies-based education is an outcome approach to curriculum design.

Competencies provide measurable practice behaviors that are comprised of knowledge, values, and skills.

The goal of the outcome approach is to demonstrate the integration of the competencies in practice with individuals, families, groups, organizations, and communities.

The nine core competencies are listed below, followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. The Learning Contract will address practice behaviors for each of the nine core competencies.

- 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

MUTUAL RESPONSIBILITIES

A. The Student Responsibilities

1. Be responsible for assessing, with the advisor, their own potentials and identifying their preliminary learning goals for the field practicum
2. Provide the agency with a resume prior to assignment. Students will also provide agency supervisors with any other reasonable material that is requested
3. Be at the agency during the hours arranged for the placement. Absences must be reported to the fieldwork supervisor and lost time must be made up. Students are expected to conform to agency working hours and holiday schedules
4. Observe rules and regulations of the agency regarding dress codes and administrative procedures

5. Respect agency property and conduct themselves in a professional manner in the field
6. Develop conscientious work habits in the completion of agency assignments. Students will submit agency required paperwork promptly and completely
7. Try to renegotiate their contracts with fieldwork supervisors in the event of difficulties regarding task assignments, prior to contacting the Practicum Coordinator
8. Observe confidentiality and diligently, within the agency, at school, and in the community, protect clients' rights and privacy
9. Conduct themselves in accordance with the NASW Code of Ethics
10. Attend regular supervisory meetings with the fieldwork supervisor and accept responsibility for providing the fieldwork supervisor with agenda items and written materials as requested
11. In the event of disputes regarding field practicum, students should first attempt to resolve the problem with the field work supervisor before contacting the Practicum Coordinator. If the informal procedure does not bring about resolution and all mechanisms fail the students, then they have the right to appeal through the program's and the university's normal grievance procedures
12. Complete assignments required by the university and to transmit them to the Practicum Coordinator on or before the due date
13. The student will evaluate the agency as a field placement to assist the university in achieving good matches of agencies and students

B. The Fieldwork Supervisor Responsibilities

1. Help the student develop a clear and realistic learning contract
2. Establish regular supervisory appointments with the student and allow adequate time for discussion of student's problems and progress
3. Notify the Practicum Coordinator if student fails to appear for work without prior notice, is consistently late, or in other ways breaks the learning contract
4. Immediately notify the Practicum Coordinator if student disregards agency regulations, violates the Code of Ethics, or in other ways is disruptive to agency functioning
5. Complete the required midpoint and final evaluation forms online prior by the end of each semester
6. Be entitled to support and consultation from the Social Work Program, through contact with the Practicum Coordinator and/or the Program Director

C. The Agency Responsibilities

1. The agency has the right to interview and approve students proposed for placement consistent with agency and Heritage University policies with regard to nondiscrimination
2. The agency shall provide fieldwork supervision from a MSW. If a person with a MSW degree is not available in the agency, social work supervision may be provided through contract or another strategy approved by the Practicum Coordinator. The fieldwork supervisor will spend at least an hour per week with the student to assess and enhance the student's attainment of learning objectives
3. The agency may not change the designated fieldwork supervisor without consultation with the Practicum Coordinator
4. The agency will provide an orientation for the student and Heritage University Practicum Coordinator covering rules, regulations, procedures, facilities, and equipment of the agency
5. The agency understands that the placement of practicum students is designed primarily to develop skills in the student and secondarily to enhance agency services
6. The agency will provide meaningful tasks for the student to test and develop skills and knowledge
7. Assigned tasks will provide the opportunity for the student to:
 - a. Work with various staff members within the agency
 - b. Work with significant agency clientele and outside resources
8. The agency will assign increasingly complex tasks as the student gains confidence and competence
9. The agency will provide necessary facilities and supplies to enable the student to handle assignments, including access to an agency vehicle if appropriate
10. The agency agrees that all student work will be supervised directly
11. The agency may request the withdrawal of the student from the agency. Procedures for withdrawal shall include written notice to the university and the student
12. The agency will investigate whether it will provide professional malpractice insurance coverage for the student and provide that information to the university and the student

D. Responsibilities of the University

It is the responsibility of the institution to maintain a social work program which includes a fieldwork component that meets the accreditation standards of the Council on Social Work Education. The program will provide faculty who are responsible for recruiting and selecting agencies with qualified agency supervisors that serve as placement opportunities offered to students.

E. The Faculty Field Practicum Coordinator Responsibilities

The Practicum Coordinator is responsible for:

1. Enhancing the teaching contribution of the agency supervisors by providing them with workshops, seminars, and orientation sessions, course syllabi, program information, and/or consultation
2. Offering fieldwork placements that meet the Social Work Program's criteria, for executing agreements between agency and the program as needed, for orienting fieldwork supervisors to the Program curriculum and the background of the individual student
3. Helping new fieldwork supervisors to plan for the students in accordance with the objectives of fieldwork
4. Providing orientation for students prior to placement
5. Developing a plan for interviews, and carrying out the selection-matching process so that each student is assigned to a placement
6. Keeping records of students' time spent in field, and evaluation reports
7. Being available as a resource for the student
8. Being available as a consultant to the fieldwork supervisor
9. Maintaining contact and monitoring students: the Field Coordinator meets in person with student and the field supervisor at least three times during the course of the placement. The first meeting is held within two weeks of the start of the placement. At that meeting, the student's goals, objectives and tasks are discussed and the learning contract is finalized. The second meeting is held at the end of the first semester to evaluate the student's progress and establish a plan for the second semester. The third meeting is held when the student has completed 450 hours. At that time a final evaluation is conducted.

Problems that cannot be resolved mutually by the student and fieldwork supervisor will be referred to the Field Practicum Coordinator.

FIELD SEMINAR

Participation in field seminar groups is an integral part of practicum. All students in practicum are required to enroll in, and attend, field seminar on campus. The groups are made up of other students currently in field placements and faculty. During the seminar meetings the students share knowledge and experiences about social service agencies, and discuss issues and topics related to social work. Administrative detail is handled at these meetings.

Students in the field seminar will be encouraged to demonstrate knowledge of the social service agency in which they have their field placement and acquire general knowledge of agencies in which other group

members are placed. Discussions about the application of content from social work classes to fieldwork and the evaluation of their experiences from a social work perspective will be conducted.

Field Seminar groups meet one hour per week or the equivalent. Time spent in field seminar groups is in addition to the total number of hours spent in the Practicum agency.

PRE-PRACTICUM SCREENING POLICIES AND PROCEDURES

- A. A GPA of 2.0 in all social work courses and clearance of incompletes in each course will be required to enter practicum.
- B. Student has earned at least 75 credits.
- C. Student has completed all junior year required courses.
- D. Student completes SOWK 388 Preparation for Field Practicum with a grade of “P”.

SELECTION OF FIELD PRACTICUM

A. Steps for Selecting a Practicum

1. Students enroll in SOWK 388 Preparation for Field Practicum the semester before the student intends to enter practicum, usually Spring Semester of the senior year
2. The student develops a resume
3. The semester prior to entrance into the practicum, the student meets with the Practicum Coordinator to discuss possible learning goals and possible placements
4. Through discussion with the Practicum Coordinator, other faculty, and presentations during SOWK 388, the student selects several potential agencies for possible placement
5. The Practicum Coordinator uses information obtained from the meeting with the student to help identify agencies that can best meet the student's needs
6. The Practicum Coordinator contacts agency to inform them of student interest
7. The student then calls the agency to set up an appointment for an interview. He or she brings a copy of the resume to the interview, along with any other pertinent materials requested by the interviewer. Students should have completed their interview by 10 weeks into the semester prior to the semester for the practicum - in other words, at the end of their junior year
8. If there is no match--go back to step 4
9. The placement is confirmed and the Heritage University Field Placement Agreement form is signed by all appropriate parties

10. Students should contact their agency prior to the end of the semester to arrange a mutually acceptable schedule
11. The students are expected to report to their practicum placement site on the first arranged day of the placement. Student arranges for fieldwork supervisor and Practicum Coordinator to meet at the agency to formalize the learning contract and discuss any agency/school issues
12. Student and fieldwork supervisor meet for supervision once a week - student will attend integrative seminar as scheduled
13. Student arranges for fieldwork supervisor, student and Practicum Coordinator to meet to discuss closure issues, evaluative procedures and any other agency/school issues

B. Guidelines For Practicums Of Students Employed In Social Service Agencies

Occasionally, students are already employed in social service agencies when they begin practicum planning, and for economic reasons, ask to fulfill the practicum requirements within the work setting. This is only permissible if the Program and the agency can mutually work out a learning plan that is significantly different from the student's regular duties in the agency. Practicum credit cannot be given for routine employment.

1. All the guidelines for other (unpaid) practicum experiences shall apply to students employed in their agencies
2. Agencies wishing to offer a practicum placement to an employee will agree to give priority to the student's learning objectives and needs apart from agency maintenance needs for the duration of the practicum
3. The student shall develop learning goals based first and foremost upon his/her needs to expand his/her knowledge, acquire or practice new skills, and apply classroom knowledge not previously demonstrated in the field. The student's learning goals can be related to the agency's goals, but will not be tailored to the agency's maintenance needs
4. In order to qualify for Practicum credit, the student's work assignment must be transformed to meet the competencies. The Social Work Program will assist the student and agency in structuring a new practicum experience. Student and agency must be able to clearly demonstrate that activities in the practicum are substantively different from the student's normal job activities. For example, a student who is employed as a case aide could complete the practicum as a student in another unit. The student could be assigned to a needs assessment project or a community education project. The new role should be consistent with the student's learning goals

Like all practicum students, the employed student shall be given the opportunity to play an observer and learner role in the agency. For example, the student might attend board or administrative meetings, observe individual and group therapy sessions, visit other agencies with which the practicum agency interacts, and attend workshops and other structured activities

The agency shall provide social work supervision from a qualified MSW. If a person with an MSW degree is not available in the agency, social work supervision can be provided through contract or other means. The student will be assigned an agency field supervisor other than the regular work supervisor. The agency field supervisor will spend at least an hour per week with the student to assess and enhance the student's attainment of learning objectives

5. The student will be free to take risks and make mistakes as a learner to the same extent as a non-employed student
6. The Practicum Coordinator, student, and fieldwork supervisor will decide how the student's learning is to be documented and kept distinguished from the student's personnel file in the agency
7. The Practicum Coordinator shall closely monitor the Practicum to assure that it represents a valid educational placement
8. In instances where the Practicum Coordinator determines that the spirit and/or letter of these guidelines are not being followed, no credit will be given for the Practicum

C. Professional Liability Insurance

The university maintains professional liability insurance. The university is identified as the insured. Students are encouraged to purchase their own professional liability insurance **even if their practicum agency provides some coverage**. Professional liability insurance is available through the NASW Insurance Trust.

University Limits of Liability
Each Claim/Aggregate
\$1,000,000/3,000,000

Students who wish to secure their own liability insurance policy should contact the College of Arts and Sciences Office Manager for applications.

THE FIELD PRACTICUM LEARNING CONTRACT

General Information

The Field Practicum Learning Contract is designed to help the student and fieldwork supervisor identify tasks, experiences or activities that will meet the social work competencies. It serves as a framework from which to select participatory activities that will benefit the student. The fieldwork supervisor can use the Learning Contract to decide which of the agency's educational opportunities (cases, projects, meetings, etc.) is most appropriate for the student's current goals and professional skills. The Learning Contract can be modified as competencies are achieved, new needs emerge, or additional practicum experiences become available.

Developed by the student and the fieldwork supervisor in consultation with the Practicum Coordinator, the Learning Contract makes explicit what the student's learning focus will be. Thus, it is a major tool for evaluating the student's progress towards meeting his/her competencies.

WRITING A LEARNING CONTRACT

Using clearly written learning tasks and activities in the Learning Contract adds structure to the student's field experiences, helps to individualize the experience, and makes the evaluation process easier. A well-stated activity is content specific and focuses on the performance expected of the student. It answers the question, what will the student be doing to demonstrate steps to becoming competent in each area?

A. Students

The following steps describe how to develop tasks and activities for the Learning Contract:

1. Review Core Competencies and Practice Behaviors
2. Reflect on student's personal goals for field practicum
3. Make a list of the skills and knowledge that the student would like to develop during the coming year. This list may include both gaps in skills as well as skills and knowledge that need additional development
4. Make a list of potential activities available at the placement agency
5. Edit the tasks and activities and begin to tailor them to fit individual learning needs. Use the following guidelines:
 - Be specific. Avoid global or general statements
 - Describe what is to be learned in terms that can be seen or heard, not in feeling terms. It is difficult to measure feeling states.
 - Include only one concept or skill in each statement.
 - Write simply. It is not necessary to include jargon or buzz words.
 - Use examples if it will help the reader understand the intent.
 - Learn to condense material (putting the emphasis on quality not quantity).
 - Objectives often reflect an experience which can be broken down into a number of smaller activities. For example, the objective, "develop social work skills in working with adolescent groups" can be broken down into the following activities:
 - a) Observe fieldwork supervisor in leading adolescent treatment group for three sessions.
 - b) Co-lead with fieldwork supervisor three adolescent group sessions.
 - c) Lead three adolescent group sessions.

Identifying Educational Experiences

Educational experiences refer to those activities that a student undertakes to accomplish a particular objective. These activities should provide an opportunity for the student to practice a specific concept or skill. The following questions are useful guides to assess the value and relevance of an educational activity.

- What is the purpose of the activity? Will it give the student an opportunity to practice the kind of behavior implied by the objective?

- Does the activity build upon or encourage the student to examine knowledge or skills brought from past experience? Learning is incremental--a process of growth and a learning activity needs to be appropriate to the student's present attainments
- Is there a balance between observational and participatory activities? It is important to provide ample opportunity for the student to put theory into practice
- How feasible is the activity? Once an activity is begun, there should be sufficient agency resources to assure its completion
- Does the activity give the student opportunity to increase independent performance? Activities should permit the student to progress from supervised to self-directed practice

As the above questions illustrate, selecting educationally useful activities that are tied to learning objectives requires thought and planning. If this process is followed, however, the job of evaluating the student's performance will be much easier

INSTRUCTIONS FOR LEARNING GOAL CONFERENCE PREPARATION

There are three parts to preparing for the Learning Goal Conference:

- (1) Scheduling the conference
- (2) Preparing the Learning Contract Form
- (3) Participating in the conference

A. Scheduling the Conference

The conference usually takes place at the fieldwork agency. Participants are the Practicum Coordinator, the student or students, and the agency supervisor. Allow 3/4 hour for the conference per student.

B. Preparing the Learning Contract Form

The intention of the form is to set up "learning and doing" objectives for fieldwork that are individualized for each student, that are feasible in the agency, and are attainable within 450 hours. The student is responsible for the preparation, and the agency supervisor is expected to be involved to the extent that is mutually agreeable. The student is expected to initiate working on the preparation with the fieldwork instructor. The student needs to make three copies of the Learning Contract Form: one to keep, one for the fieldwork instructor, and one for the agency supervisor. The drafts should be typed and distributed three days before the scheduled conference.

C. Participating In The Conference

The purpose of the conference is to confirm, clarify, expand, or modify activities and ways of meeting them. This is done through sharing, questioning, and feedback. The Learning Contract form is a working paper that is the basis for the conference. Some learning goals may need revisions as a result of brainstorming during the conference. Others will not require any

modification. The student, the agency supervisor, and the Practicum Coordinator are all expected to offer input at the conference. The agency supervisor may use the opportunity to learn more about the specifics of fieldwork assignments.

The final form signed by student, agency supervisor and Practicum Coordinator is retained by the Practicum Coordinator and copies are kept by the student and the fieldwork supervisor. The Learning Contract becomes part of the framework for training of the student. Final evaluation of fieldwork takes place just before completion of required number of hours.

Revision of the Learning Contract Form may be necessary following the Learning Goal Conference. If revision is necessary, the student is expected to amend the form and return it to the faculty fieldwork supervisor and the Practicum Coordinator within three working days after the conference.

ADDITIONAL AREAS OF STUDENT CONCERN

Exemptions From Fieldwork

There are no exemptions from fieldwork based on prior experience. The Accreditation Standards of the Council on Social Work Education clearly state that "Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the field practicum or of the courses in the professional foundation areas."

A. Paid Fieldwork

Most fieldwork positions are not paid positions. Paid field placements are permissible. However, a paid placement must meet all of the criteria for fieldwork. In addition, students must be able to fulfill the objectives for fieldwork within the paid placement. Emphasis must be on fieldwork as a learning experience rather than as paid employment. All paid placements must be pre-approved by the Social Work Program.

B. Holidays And Interim

The university does not require students to do fieldwork during holidays. However, an agency may request that a student work during these periods. The nature of the fieldwork will determine the student's responsibility to the clients during these periods. The Practicum Coordinator and student will negotiate the number of hours the student is to work. The student and the fieldwork supervisor should determine if she/he needs to be present during the holiday periods. The student is responsible for informing all interested parties of his/her schedule.

C. Credit For Life Experience

Heritage University awards some academic credit for life experience in other disciplines, however no credit for life experience is awarded for required social work courses specifically those courses referencing to the social work major that contains the social work prefix.

D. Change In Practicum Placement

Any student enrolled in the BSW program may seek a change in his/her field practicum when problems unrelated to the student's performance make the continuation in the field practicum an issue.

It is the function of the Practicum Coordinator to determine whether the problem is performance or non-performance. Examples of some non-performance problems are the following:

1. Inadequate agency resources to support field practicum.
For example, lack of student office space, lack of clients for student cases, insufficient supervisory time, loss of fieldwork supervisor due to illness, change of jobs, etc.
2. Learning experiences in agency are too narrow.
For example, with direct service, students lack of opportunities to work with individuals, families, groups, and communities or to assume multiple intervention roles: counselor, broker, and advocate.
3. Mismatch of student and agency field practicum.
For example, agency learning experiences are too advanced for the student or the converse. It is more a problem of an unanticipated "mismatch" than a difficulty in student performance.
4. Agency reorganization.
During the academic year the agency substantially changes its administrative structure which creates a chaotic situation for the student and adversely affects available learning opportunities.
5. Personality or ideological clash between fieldwork supervisor and student.
Sometimes this problem is intertwined with difficulties in student performance. However, in other instances the student and fieldwork supervisor "don't get along" or "don't see things the same way," and neither one is willing to make the necessary compromises.

Other non-performance types of field practicum problems may be identified, but the above is a sampling of the common difficulties which occur.

E. Recourse For Grievances

If a student has a grievance related to fieldwork, she/he should first discuss the matter with the person immediately involved. In the next step, the Practicum Coordinator should be included in discussions. If the student is dissatisfied with the outcome of these discussions, she/he can then bring her/his grievance to the Program Chair. If the student is still dissatisfied, she/he has can bring the grievance to the Dean of the College of Arts and Sciences. If the grievance is still unresolved, she/he has recourse to the grievance procedure as outlined in the Heritage University Student Handbook.

A student is expected to resolve problems in relation to grading or the classroom practices of an instructor by direct contact with the instructor. This should be done within the first two weeks of the following semester, the summer session being considered a semester. If the faculty member is not available, a written statement of concern (dated, addressed to the faculty member) can be given to the Program Chair who will either keep the letter until the faculty member returns or otherwise arranges to attempt to deliver the letter.

If contact with the instructor does not lead to resolution, the matter should be referred through the appropriate channels (see below). If the instructor involved happens to be the Program Chair, the matter should be referred to the next level of administration. On all levels, the administration official inquiries and investigates in order to determine the validity of the complaint, to promote understanding between the individuals involved, and to affect a resolution.

The student must take a case for “arbitrary, capricious, or discriminatory” behavior on the part of the faculty member in order to have grounds for appeal. The student may not challenge instructor judgment, and the burden of proof of the charges is on the student. All appeals must be framed in this manner.

ADDITIONAL PROGRAM POLICIES AND PROCEDURES

A. Procedures For “Counseling Out” A Student

In accordance with Council on Social Work Education guidelines, all social work majors are expected to conduct themselves in a professional manner consistent with the NASW Code of Ethics. The Social Work Program reserves the right to refuse enrollment or continuation to any student who, in the judgment of a majority of the Social Work Program regular faculty, displays behaviors which would be detrimental to the welfare of the clients whom the student would serve or who exhibits such irresponsible behavior as to preclude confidence in his/her completion of Field Practicum. This right includes the more difficult problem of the student who performs well academically but does not relate appropriately to people or displays emotional or psychological instability or immaturity.

Such a student may be referred to the university’s social and mental health counselor, if appropriate. The Social Work Program may also recommend the student consider other alternatives to gain further experience, maturity, and perspective. The student might be advised that they cannot continue in the program with every effort made to help them understand and accept this decision, and transfer to another degree program if appropriate.

If a social work major in the majority opinion of the Social Work faculty violates the NASW Code of Ethics or other professional standards, the student is subject to the following process:

1. Informal Advisement: The student will receive a verbal warning conveyed to the student by the Social Work Program Director or the assigned advisor.
2. Formal Advisement: the student will receive a written warning delineating the specific concerns through the assigned advisor.
3. Program Termination: If the preceding steps have not brought about acceptable changes in the student’s conduct or if the student’s conduct flagrantly violates the NASW Code of Ethics or other professional standards, it may be recommended that the student be terminated from the Bachelor of Social Work Program.

B. Termination Of Enrollment - Policy Statement

Professional Conduct In Field Practicum and/or the Social Work Program In Field Practicum and/or the Social Work Program - Professional Conduct

In the event student’s academic performance or professional conduct falls outside the acceptable norms, the program exercises its right to terminate the student’s field practicum placement and enrollment in the program.

The Social Work Program exercises its right to terminate a student’s field practicum placement and/or enrollment in the BSW Program for disregarding professional ethics and academic norms, and/or displaying inappropriate conduct. Academic dishonesty or other violations of the student code or other

university codes of behavior are examples of grounds for automatic dismissal from the BSW Program in addition to other sanctions levied by the University.

The Social Work Program takes particular care to insure that all students are familiar with and committed to the *NASW Code of Ethics*. Students who evidence a disregard for these ethical principles are provided with counseling from their advisor regarding the nature of the ethical violations and means for remedying them. Every effort is made to permit students to experience ethical growth, including referral for personal counseling. It may also be necessary for action to be taken which temporarily or permanently interrupts student's continued participation in the Social Work Program. It is the responsibility of the faculty advisor, instructor, practicum coordinator, or agency supervisor to document the nature and degree of the student's conduct which necessitates such action and degree of the student's conduct which necessitates such decision is neither random nor capricious.

In the case where several faculty members share concerns regarding the ethical conduct of the same student, there will be documentation of conferences held regarding the student's continuation in the BSW program. A final determination regarding the student's status is made after review by the faculty serving as a Committee of the Whole.

All faculty committee decisions regarding the student's continuation in the BSW program are subject to review by the Social Work Program Director and when appropriate by the University, if an appeal utilizing University appeal procedures initiated by the student.

1. Criteria For Possible Dismissal Or Termination From The Social Work Program

Student may be dismissed from the Social Work Program for any of the following actions:

1. Plagiarism or other forms of cheating;
2. Disruptive or inappropriate conduct in classes or field placement;
3. Destruction or concealment of library or other resources needed by others;
4. Professional misrepresentation such as: (a) Events surrounding an incident involving professional conduct; (b) Fabrication of client data pertaining to course or internship assignments; (c) Professional qualifications, education, experience, or affiliations;
5. Engaging in social work practice while under the influence of drugs, alcohol, or other chemicals;
6. Breach of professional confidentiality;
7. Sexual harassment of clients, colleagues, or supervisors;
8. Engagement in consensual sexual relationship where either conflict of interest or abuse of power differential is present;
9. Exploitation of professional relationships for personal gain;
10. Engagement in any form of discrimination on the basis of race, color, sex, sexual orientation, gender, gender expression, age, religion, national origin, or disability;
11. Involvement in criminal activity;
12. Other violation of the *NASW Code of Ethics*; or
13. Other infractions as outlined in the Heritage University Student Handbook.

2. Procedures for Termination From Or Denial Of Admission To The BSW Program

When a faculty member has reasonable cause to believe that one of the criteria listed in the BSW Student Handbook has occurred, the following procedures will be followed:

1. The faculty member, or the student's academic advisor, and/or the Program Chair will discuss with the respective student concerning the violation, ways to remediate, and other possible courses of action to be pursued. This will be put in writing. In the event the student has only

- provisional acceptance into the program, a committee of social work faculty will be convened to review the application to determine if full admission into the program is feasible in light of knowledge of violations. This is especially significant if the violation occurs, for example, in the realm of “academic honesty” and adherence to the *NASW Code of Ethics* to which each student pledges in the application packet for admission into the program.
2. The faculty member will report this conference to the Program Chair and document it in the student’s file.
 3. A second conference will be held with the student to assess the progress and/or non-progress of the remediation efforts. If there is none, then the Program Chair will meet with a social work faculty committee to review the situation. The student is invited to submit, in writing, his/her view of the situation. If the decision is made to terminate the student from the program, the Program Chair will notify the student with the following instructions:
 - a) You have the right to appeal to the Dean of the College of Arts and Sciences.
 - b) If still unsatisfied, you may follow the appeal procedures as outlined in the University Student Handbook grievance procedures found on pp. 9-10.
 4. In the case of a student with only provisional acceptance, admission would be determined by a faculty committee convened by the Program Chair to review the student’s application packet. If that committee votes to deny admission in light of the reported violation, especially in the area of violations to *NASW Code of Ethics*, the student can appeal, first through the Dean of the College of Arts and Sciences, and if unsatisfied, to the Provost/Vice-President for Academic Affairs. The student can also access the formal grievance procedure as outlined in the University Student Handbook cited above.

C. Policy On Access To Student Files

1. Given the sensitive (quasi-legal) and confidential nature of the information contained in each student’s file, it is essential that access be subject to certain specific restrictions and/or conditions as follows:
2. The student requesting to see their file must submit in writing any such request to the BSW Program Chair, or the Field Practicum Coordinator. If access to a specific piece of information (e.g. field evaluation, application for admission, etc.) is being sought, this should be identified in the letter along with a brief accompanying rationale. **Note:** The student should not request to see materials for which she/he has already signed a waiver of their right to see e.g., reference letter.
3. Without exception, all students are granted access to their records subject to the following constraints:
4. A minimum of 24 hours will be needed to process any request prior to actual release to the student. This will provide ample time to redact any confidential information (e.g., references) to which student access is prohibited.
5. Under no circumstances will a file be released to a student in the absence or without supervision by a member of the staff or faculty. Such monitoring is necessary to ensure that all information is returned to the file without exception or alteration.
6. Any student-initiated additions to the record (e.g., reports, responses, etc.) should be channeled through the BSW Program Chair or Field Practicum Coordinator.
7. Any request for copies of information from the files will be carefully evaluated and referred to staff for disposition. The student will not be permitted to abscond with file material for any purpose, including copying.

D. Non-Discrimination Policy

The Social Work Program at Heritage University is committed to non-discrimination and equal employment opportunities. It is the Program's policy not to discriminate on the basis of age, ancestry, race, creed, disability, marital or parental status, national origin, participation in constitutionally protected activities, political affiliations or beliefs, race religion, gender, sexual orientation, and/or Vietnam Era veteran status in program, benefits, services, or aid programs.

Complainants who believe that they are victims of discriminatory harassment are encouraged to use the University's internal procedures to resolve complaints.

The complainant may elect any of several internal procedures. The complainant may seek an informal resolution by:

- where possible and comfortable, informing the offending person of perception of their words and actions;
- consulting with administrators who oversee the respondent;
- initiating formal procedures through the Human Resources Department.

Heritage University's policy on non-discrimination can be found here:

<http://www.heritage.edu/university-policies/522-anti-harassment-anti-discrimination/>

E. Sexual Harassment And Sexual/Romantic Relationship Policies

Sexual harassment is a form of sex discrimination where work or study relationships are inappropriately and gratuitously sexualized. It includes:

1. The use of sexual favors as a basis for actions affecting as individual's welfare as a student or employee.
2. Flagrant or repeated sexual advances, requests for sexual favors, and physical contacts of a sexual nature harmful to another's work of academic performance of the work or learning environment.
3. Repeated demeaning verbal or expressive behavior which is harmful to another's work or academic performance or to the work or learning environment.
4. Unwelcome sexual conduct with such conduct becoming a term or condition of as individual's education of employment.

Heritage University's policy on Sexual Harassment can be found here:

<http://www.heritage.edu/university-policies/522-anti-harassment-anti-discrimination/>

Heritage's university's policy on sexual/romantic relationships acknowledges that a sexual/romantic relationship between a faculty member and a student heightens the vulnerability for the subordinate person and is sensitive to potential for conflicts of interest and sexual harassment.

The Social Work Program fully supports the Heritage University policies on sexual harassment. It is the position of the department that sexual harassment will not be tolerated in any form within any aspect of the social work program including both classroom and field activities. Sexual/romantic relationships between student and faculty members or student and field instructor will be considered a conflict of interest and a breach of the faculty/field instructor responsibilities to the student and University.

Concerns, complaints, or questions with respect to sexual harassment and consensual relationships should be directed to the Program Chair or Dean of the College of Arts and Sciences.

Appendix A

Agency Information

- Criteria for Agency & Fieldwork Supervisors of BSW Practicum Placement
- Rights and Responsibilities of the Field Work Supervisor
- Learning Contract
- Field Practicum Agreement

**Heritage University
Division of Arts and Sciences
Social Work Program**

Criteria for Agency & Field Supervisor of BSW Students in Fieldwork

In order to meet the challenges of educating social work students and to meet the requirements of the Council on Social Work Education Accreditation Standards and Curriculum Policy Statements, the fieldwork supervisor, must possess the following:

- Master's in Social Work Degree from an institution accredited by the Council on Social Work education and a minimum of two years social work experience post graduation from the MSW Program (**Preferred**) **OR** a BSW from an institution accredited by the CSWE and five years of paid social work experience post-graduate from the BSW program.
- In the event such a supervisor is not available in the agency, another master's level supervisor may be assigned as an additional social worker resource person, who possess the above minimum credentials.
- Agencies must provide Social Services.
- Agencies must be willing to provide professional social work supervision or be open to additional supervision by a professional social worker provided through the university.
- Agencies must allow for a student to work with various staff members, significant outside resources to clientele and receive increasingly complex tasks.
- Agencies must not discriminate with regard to sex, race, creed, disability, marital status, national origin or sexual orientation.

Go to page 9 for additional/relevant information.

RIGHTS AND RESPONSIBILITIES OF THE FIELD WORK SUPERVISOR

The fieldwork supervisor will:

1. Help students develop a clear and realistic Learning Contract.
2. Establish regular supervisory appointments with students and allow adequate time for discussion of student's problems and progress.
3. Notify the Practicum Coordinator if students fail to appear for work without prior notice, are consistently late, or in other ways break the learning contract.
4. Immediately notify the Practicum Coordinator if student disregards agency regulations, violates the Code of Ethics, or in other ways is disruptive to agency functioning.
5. Attend the required initial and final site visits, complete the final evaluation form and return it to the Practicum Coordinator on date agreed upon.
6. Be entitled to support and consultation from the Program Administrative Structure through contact with the Practicum Coordinator.
7. Be invited to participate at least once a year in a seminar presented to agency supervisors. These instructional field seminars are presented at the beginning of each semester.
8. Provide feedback and ideas for improvement of the field experience in the practicum.



Social Work Program – Field Practicum Learning Contract

	Signature	Date
Student:		
Agency Supervisor:		
BSW MSW Other		
Faculty Member:		

Core Competencies and Practice Behaviors (2015 EPAS)	Tasks/Activities to Demonstrate Competency	Mid-Point Evaluation 0-5	Final Evaluation 0-5
<p>1. Demonstrate ethical and professional behaviors</p> <p>1. a. 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 content.</p> <p>1. b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>1. c. Demonstrate professional demeanor in behavior, appearance; and oral and written and electronic communications.</p> <p>1. d. Use technology ethically and appropriately to facilitate practice outcomes.</p> <p>1. e. Use supervision and consultation to guide practice judgment and behavior.</p>			
<p>2. To engage diversity and difference in practice</p> <p>2. a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.</p> <p>2. b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p> <p>2. c. Apply self- awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>			

<p>3. Advance human rights and social, economic, and environmental justice</p> <p>3. a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> <p>3. b. Engage in practices that advanced social, economic and environmental justice.</p>			
<p>4. Engage in practice-informed research and research-informed practice</p> <p>4. a. Use practice experience and theory to inform scientific inquiry and research.</p> <p>4. b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p> <p>4. c. Use and translate research evidence to inform and improve practice, policy and service delivery.</p>			
<p>5. Engage in policy practice</p> <p>5. a. Assess how social welfare and economic policies impact the delivery of and access to social services.</p> <p>5. b. Identify social policy at the local, state, and federal levels that impact well-being, service delivery, and access to social services.</p> <p>5. c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social economics and environmental justice.</p>			
<p>6. Engage with individuals, families, groups, organizations and communities</p> <p>6. a. Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituents.</p> <p>6. b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>			
<p>7. Assess individuals, families, groups, organizations and communities</p> <p>7. a. Collect, organize and apply critically thinking to interpret</p>			

<p>information from clients and constituencies.</p> <p>7. b. 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.</p>			
<p>8. Intervene with individuals, families, groups, organizations and communities</p> <p>8. a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p> <p>8. b. Apply knowledge of human behaviors and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p> <p>8. c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p> <p>8. d. Negotiate, mediate and advocate with and on behalf of diverse clients and constituencies.</p> <p>8. e. Facilitate effective transitions and endings that advances mutually agreed-on goals.</p>			
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p> <p>9. a. Select and use appropriate methods for evaluation of outcomes.</p> <p>9. b. Critically analyze, monitor, and evaluate intervention and program process and outcomes.</p> <p>9. c. Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.</p> <p>9. d. Apply knowledge of human behaviors and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>			

Evaluation Notes at Mid-Term:

Student: _____

Agency Supervisor: _____

Faculty Member: _____

Date: _____

Evaluation Notes at Final:

Student: _____

Agency Supervisor: _____

Faculty Member: _____

Date: _____

Evaluation Scoring

0=Not completed – no opportunity (identify plan for opportunity at end of the evaluation)

1=Unacceptable Progress (identify action to be taken at end of the evaluation)

2=Not Sufficient Progress– with some concerns (identify concern and plan to address)

3=Emerging Competence – Performance is on track and moving forward

4=Competence – Strong Performance

5=Advanced Competence - Excellent Performance

FIELD PRACTICUM AGREEMENT
between
Heritage University Social Work Program
and
AGENCY

This agreement is between Social Work Program at Heritage University (“University”) and the above Agency (“Agency”), for the purpose of cooperation in providing a field experience for social work students of Heritage University.

1. As of August, 2016, the Agency will allow Heritage University to place undergraduate student(s) in its facilities for the purpose of social work Field Practicum. The term of this agreement will extend three years from its effective date.
2. There will be no discrimination with regard to sex, race, age, creed, disability, marital status, national origin, or sexual orientation, in the selection, assignment and education of students.
3. The Agency reserves the right to interview and approve students proposed for placement.
4. The Agency will designate an appropriate professional worker to be the field supervisor who is acceptable to University with responsibilities as mutually agreed upon between University and the Agency. If this field supervisor changes, the Agency will notify the University’s Practicum Coordinator as soon as possible.
5. The Agency retains full responsibility for client services and establishing standards for the quality of services rendered by students. Students placed within the Agency for practicum function as representatives of the Agency. The Agency will maintain administrative and professional supervision of students; insofar as their presence affects the operation of the Agency and/or direct/indirect services to clients.
6. The Agency’s fieldwork supervisor will assist the student in developing a Learning Contract which will direct the student’s activities.
7. Students shall be required to follow rules, regulations and procedures of the Agency. These will be made clear to the student by the Agency's fieldwork supervisor.
8. Assigned tasks will provide the opportunity for the student to:
 - a) work with various staff members at the Agency; and
 - b) work with clientele; and
 - c) work on activities designed to meet the University’s competency requirements; and
 - d) receive assignments of increasingly complex tasks as student gains confidence and ability.
9. Heritage University will designate a Practicum Coordinator to:
 - a) provide information on the program, school, educational and curriculum objectives; and
 - b) approve the student’s Learning Contract; and
 - c) review with fieldwork supervisor and student progress and problems; and
 - d) assist in the development of educational programs in the Agency (orientations and workshops) as is related to the student.

10. Heritage University assumes responsibility for the academic preparation of the student and reserves the right to render final academic assessment for the practicum.
11. The University will retain the responsibility for determination of the student's final grade for the field practicum, but will consider the evaluation from the fieldwork supervisor and the student's self-evaluation.
12. The Agency shall defend, protect, hold harmless and indemnify University, its officers and employees from and against all claims, suits, or actions arising from any negligent act or omission of the agency, its employees, or the students while performing services under this agreement at the direction of the Agency. The Agency shall also carry liability insurance to indemnify University for any judgment of settlement arising from claim or suits arising from negligent acts by the Agency its officers or the students while performing services under this agreement at the direction of the Agency.
13. Heritage University shall defend, protect, hold harmless and indemnify the Agency, from and against all claims and/or action arising from any negligent act or omission of University, its officers, employees, or agents while performing services under this agreement at the direction of University. University shall also carry liability insurance to indemnify the Agency from any claim or suits arising from negligent acts University, its officers, employees or agents while performing services under this agreement at the direction of the University.
14. University may withdraw the student from field practicum at the Agency, but will not do so without first conferring with the Agency.
15. Student will agree in advance with the fieldwork supervisor as to how 450 hours of direct service will be completed. A log of these supervised hours will be kept and the fieldwork supervisor will sign this log.
16. The student is required to attend orientation, training and seminars required by both Agency and Heritage University. Agency hours will be counted in the 450 hours of Field Practicum, Heritage University hours will not be counted in the 450 hours of Field Practicum.
17. This Agreement can be amended or adjusted upon mutual consent of the two parties. The Agreement may be terminated without cause by either party upon reasonable notification to the other party.

Name	Title	Signature	Date
	(Agency Representative)		
Miguel Juarez	Field Practicum Director		

Appendix B

Student Practicum Documents

- Statement of Understanding Rights and Responsibilities of the Student Field Practicum
- Personal and Professional Conduct Statement
- Consent to Exchange Information

Statement Of Understanding: Rights And Responsibilities Of The Student Field Practicum

Students entering and participating in the practicum are expected to:

1. Be responsible for assessing, with the Practicum Coordinator, their own potentials and identifying their preliminary learning goals for the field practicum.
2. Provide the Agency with a resume prior to assignment. Students will also provide fieldwork supervisors with any other reasonable material deemed necessary.
3. Be at the Agency during the hours arranged for the placement. Absences must be reported to the fieldwork supervisor and Practicum Coordinator and must be made up. Students are expected to conform to agency working hours and holiday schedules.
4. Keep a log of hours accumulated in the Field Practicum and obtain signatures from the fieldwork supervisor. This log will be turned in to the Social Work Program and used to verify hours spent in the field.
5. Observe rules and regulations of the agency regarding dress code and administrative procedures.
6. Respect agency property and conduct themselves in a professional manner in the field.
7. Develop conscientious work habits in the completion of agency assignments. They will submit agency required paperwork promptly and completely.
8. Try to renegotiate their contracts with fieldwork supervisors in the event of difficulties regarding task assignments, prior to contacting the Practicum Coordinator.
9. Observe confidentiality, within the agency, at school and in the community, and diligently protect clients' rights and privacy.
10. Attend regular supervisory meetings with fieldwork supervisor and accept responsibility for providing the fieldwork supervisor with agenda items and written materials as requested.

Personal and Professional standards:

Conduct themselves in accordance with the NASW Code of Ethics and demonstrate in their classroom and practicum settings an understanding of and commitment to social work values, principles, ethics and competency in fundamental skills. These will include:

1. A capacity to separate his/her own values from those of clients:
 - a. develop awareness of one's own values and belief system
 - b. appreciate personal value systems of clients and differences among people
 - c. respect and accept human diversity
 - d. demonstrate empathy for clients
2. An appropriate level of cognitive functioning:
 - a. able to process new information, draw logical inferences and solve problems common to social agencies
 - b. able to maintain and use professional records and documents
 - c. be free of significant deficits in memory, attention, impulse control or judgment which interfere with service to clients
3. Appropriate Personal Conduct:
 - a. be free of substance abuse
 - b. practice non-discrimination towards others
 - c. have no contact of a sexual nature with current or former clients
 - d. does not engage in behaviors which might be viewed as sexual harassment.

4. Fundamental Skills:
 - a. develop and demonstrate basic listening skills
 - b. demonstrate clear communication
 - c. be able to write a narrative summary which reflects observations about the clients' background, appearance and current functioning
 - d. ability to identify clues and symptoms that underlie client behavior
 - e. display an appropriate level of assertiveness
1. Ability to Handle Stress:
 - a. demonstrate emotional and mental stability and capacity to cope with the stress inherent in social work practice.
6. A commitment to the Profession:
 - a. demonstrate knowledge of and adhere to principles outlined in the NASW Code of Ethics
 - b. be able to discuss ethical issues in fictional and actual client situations.
 - c. apply ethical principles of the profession in situations involving clients or colleagues

WARNING: A STUDENT MAY BE REQUIRED TO WITHDRAW FROM THE SOCIAL WORK PROGRAM IF SHE/HE ENGAGES IN UNETHICAL BEHAVIOR AND/OR IS DEMONSTRABLY DEFICIENT IN COMPETENCIES AND SKILLS AS DESCRIBED ABOVE.

In regard to Academic Work Students are expected to:

1. Attend all field seminars.
2. Complete assignments required by the program and to transmit them to the Practicum Coordinator on or before the due date.

Evaluation Procedures:

1. In the event of disputes regarding field practicum, students should follow the informal process by first attempting to resolve the problem with the fieldwork supervisor and the Practicum Coordinator. If the informal procedure does not bring about any resolution, students have the right to appeal using the university's normal grievance procedures.
2. The Practicum Coordinator's final visit to the agency will include the student and fieldwork supervisor and will focus on evaluation of the student's performance in the practicum.
3. The student will evaluate the agency as a field placement to assist the program in achieving good matches of agencies and students.

Student

Date

Personal and Professional Conduct Statement

___yes ___no

Have you read and do you understand the Social Work Code of Ethics?

___yes ___no

Is the Social Work Code of Ethics compatible with your personal values and beliefs and can you abide by its principles?

If no, explain:

___yes ___no

Have you ever been convicted of a crime against a person (e.g. child abuse/neglect, child sexual abuse, rape, sexual assault, domestic abuse, murder, etc.)?

If yes, explain:

___yes ___no

Are you free of chemical dependence and addiction to alcohol or drugs?

If no, explain:

___yes ___no

___N/A If in recovery, do you have at least two years of abstinence or sobriety?

___yes ___no

Are you free of physical, emotional or mental conditions or diseases that could place social work clients at risk of physical or psychological harm as a result of your acts or omissions?

If no, explain:

___yes ___no

Social work practice is stressful; do you believe that you are capable of coping with high levels of job-related stress and able to function appropriately in emotionally charged situations?

If no, explain:

By your signature you testify that the answers you have given are truthful.

Student's Signature

Date Signed

Revised 1/16/13

CONSENT TO EXCHANGE INFORMATION

I, hereby, voluntarily give permission to Heritage University Social Work Program to release/obtain information pertinent to my school performance either orally or in written form to the following agencies or individuals:

Person Agency

Person Agency

Person Agency

Student Date

Appendix C

Evaluation Tools for Field Practicum

- Instructions for Evaluation of Practicum
- Student's Evaluation of Field Placement

INSTRUCTIONS FOR EVALUATION OF THE PRACTICUM

The evaluation of the practicum is planned to provide input from all persons involved; the practicum student, the fieldwork supervisor, and the Practicum Coordinator. Evaluation meetings including all parties are held at the midpoint and end of the practicum.

1. Evaluation of student by the Practicum Coordinator
The Practicum Coordinator has the primary responsibility for grading the student.
2. Evaluation of student by fieldwork supervisor
Students will be evaluated by the fieldwork supervisor at the midpoint and end of the field practicum. In general, this occurs at the end of each semester in which they are involved in Practicum. The Learning Contract will be used for this purpose. It is expected that the fieldwork supervisor will involve the student in this evaluation process.
3. Evaluation of agency by student
The agency and the fieldwork supervisor will be evaluated by the student at the end of the practicum. The Student Evaluation of Field Placement will be used. Feedback from the student will be considered for future practicum planning.

STUDENT'S EVALUATION OF FIELD PLACEMENT

Agency _____ Agency Supervisor _____

Responses are to be recorded on the following basis:

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
5. No Comment

When you disagree or strongly disagree with any item, please comment at the end of the questionnaire under general comments.

The Fieldwork Supervisor

- ____ A. Possesses a sound knowledge of his/her area of social work practice.
- ____ B. Practice is clearly guided by social work values.
- ____ C. Is knowledgeable about current trends in social work practice.
- ____ D. Is knowledgeable about the program curriculum.
- ____ E. Is able to communicate knowledge.
- ____ F. Is able to stimulate student self-development.
- ____ G. Can allow the student to develop in his/her own unique way.
- ____ H. Uses a growth model, helping the student to develop strengths.
- ____ I. Defines his/her role and clarifies expectations of the student.
- ____ J. Is readily available and/or accessible.
- ____ K. Schedules regularly planned conferences.
- ____ L. Provides the student with feedback on his/her growth and progress on a regularly planned basis.
- ____ M. Is learning-oriented.
- ____ N. Develops appropriate learning experiences geared to the student's individual needs.
- ____ O. Uses resources outside of the agency as a means to familiarize the student with the social welfare system.

Comments:

Student's signature

Date

Appendix D

The National Association of Social Workers Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2017
NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

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