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**SOCIAL WORK DEPARTMENT  
MASTER OF SOCIAL WORK  
PRACTICUM MANUAL**

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Academic Year 2024-2025

## Preface

This manual serves as a reference for students, faculty, staff, agencies, and practicum supervisors to understand the goals, objectives, policies, and procedures that govern the practicum education for the Master of Social Work (MSW) program within the Social Work Department at Heritage University.

The manual is designed to:

1. Articulate the MSW program mission, goals, objectives, and outcomes.
2. Outline practicum policies and procedures that relate to the practicum experience.
3. Identify the roles and responsibilities of the program, agency, practicum supervisors, and students in the practicum experience.
4. Identify the generalist practice skills acquired by first year students and the advanced generalist practice skills to be acquired in the specialized year.
5. Facilitate the integration of classroom and practicum education content.
6. Serve as a guide in planning practicum learning agreements between the student, agency, and the Social Work Department.

## Contents

Preface .....	<a href="#">42</a>
Master of Social Work Practicum Sequence Rationale .....	<a href="#">86</a>
Organizing Rationale.....	<a href="#">86</a>
Generalist Practice Practicum .....	<a href="#">97</a>
Advanced Generalist Practice Practicum .....	<a href="#">97</a>
Practicum Seminar.....	<a href="#">97</a>
Practicum Rationale.....	<a href="#">108</a>
Introduction .....	<a href="#">108</a>
Land Acknowledgement .....	<a href="#">108</a>
Social Work Department .....	<a href="#">119</a>
Practicum Education.....	<a href="#">119</a>
Anti-Racism, Diversity, Equity, and Inclusion (ADEI) Statement .....	<a href="#">119</a>
Mission Statement .....	<a href="#">1240</a>
Practicum Manual Overview.....	<a href="#">1240</a>
Program Goals.....	<a href="#">1344</a>
Program Objectives & Competencies .....	<a href="#">1412</a>
Generalist Practice Practicum.....	<a href="#">1442</a>
Advanced Generalist Practice Practicum.....	<a href="#">1543</a>
MSW Practicum Education at Heritage University .....	<a href="#">1644</a>
Adult Learning.....	<a href="#">1745</a>
Cultural Humility.....	<a href="#">1745</a>
Student/Faculty/Practicum Supervisor Partnerships .....	<a href="#">1745</a>
Practicum in the MSW Curriculum .....	<a href="#">1745</a>
Administration of the Practicum Program .....	<a href="#">1845</a>
Practicum Agency Settings .....	<a href="#">1846</a>
Agency Supervision.....	<a href="#">1947</a>
Requirements .....	<a href="#">1947</a>
Structure of the Practice Experience.....	<a href="#">2048</a>
Mutual Responsibilities.....	<a href="#">2048</a>
Heritage University .....	<a href="#">2048</a>
Practicum Director.....	<a href="#">2048</a>

Agency .....	<a href="#">2018</a>
Student .....	<a href="#">2119</a>
Practicum Selection Process .....	<a href="#">2119</a>
Steps for Selecting a Practicum .....	<a href="#">2119</a>
Employed Students Practicum Guidelines.....	<a href="#">2119</a>
Professional Liability Insurance .....	<a href="#">2220</a>
Practicum Learning Contract .....	<a href="#">2320</a>
Learning Contract Development .....	<a href="#">2321</a>
Practicum Activities .....	<a href="#">2421</a>
Conference Preparation .....	<a href="#">2422</a>
Schedule Conference .....	<a href="#">2422</a>
Learning Contract Form .....	<a href="#">2422</a>
Conference Participation .....	<a href="#">2522</a>
Additional Considerations .....	<a href="#">2523</a>
Practicum Exemptions.....	<a href="#">2523</a>
Paid Practicum.....	<a href="#">2523</a>
Holidays And Semester Breaks.....	<a href="#">2523</a>
Credit For Life Experience .....	<a href="#">2523</a>
Change In Practicum Placement .....	<a href="#">2623</a>
Recourse For Grievances.....	<a href="#">2624</a>
General Policies and Procedures .....	<a href="#">2724</a>
Non-Discrimination Policy .....	<a href="#">2725</a>
Access To Student Files.....	<a href="#">2725</a>
Student Counseling Out Procedures .....	<a href="#">2826</a>
Termination Of Enrollment.....	<a href="#">2926</a>
Dismissal Or Termination .....	<a href="#">2927</a>
Termination or Denial of Admission.....	<a href="#">3027</a>
Sexual Harassment and Sexual/Romantic Relationship.....	<a href="#">3028</a>
Appendices.....	<a href="#">3230</a>
Appendix A: Generalist Practice Learning Contract .....	<a href="#">3331</a>
Appendix B: Specialized Practice: Advanced Generalist Practice Learning Contract.....	<a href="#">3936</a>
Appendix C: Practicum Agreement .....	<a href="#">4541</a>

Appendix D: Consent to Exchange Information .....	<a href="#">4945</a>
Appendix E: Personal and Professional Conduct Statement.....	<a href="#">5046</a>
Appendix F: Practicum Statement of Understanding.....	<a href="#">5147</a>
Appendix G: Practicum Evaluation Instructions .....	<a href="#">5450</a>
Appendix H: Student Evaluation of Practicum Supervisor .....	<a href="#">5551</a>
Figure 1 MSW Practicum Hours .....	<a href="#">97</a>
Figure 2 MSW Practicum Organizational Chart .....	<a href="#">1311</a>

## Master of Social Work Practicum Sequence Rationale

### Terms Used:

- **Field Practicum:** Used interchangeably with Practicum Education
- **Field Director:** Used interchangeably with Practicum Director
- **Agency Field Instructor:** Used interchangeably with Practicum Supervisors
- **Specialized Practice:** Used interchangeably with Advanced Generalist Practice
- **Advanced Standing:** Used when referring to admission policies

The MSW practicum sequence is a key component of the student's professional development and is governed by the objectives of the MSW program's mission statement, Anti-racism, Diversity, Equity, and Inclusion (ADEI) statement, the generalist practice curriculum, and the advanced generalist practice curriculum. The practicum sequence provides students with the opportunity to integrate the program through concrete, practicum, and professional practice community interactions with clients and practicing professionals. In the practicum, Practicum Supervisors, and the Social Work Department's MSW Practicum Director supervise, monitor, and direct students in the practicum.

The practicum experience allows each MSW student to apply to practice the academic knowledge and skills acquired from all areas of the generalist practice and advanced generalist practice curriculum where ADEI and attention to the needs of rural, underrepresented communities are emphasized. The practicum sequence builds upon the generalist practice, person-in-environment, micro, mezzo, and macro levels, strengths, resiliency, and research-informed practice. The MSW practicum provides opportunities for students to practice skills from generalist practice to move into the advanced level and apply theoretical knowledge in settings where human and community conditions must be respected and enhanced. Overall, the MSW practicum sequence prepares students for social work practice with individuals, families, groups, organizations, and communities, particularly those encountered with the complex historical and political dynamics of rural environments across the Yakima Valley in Central Washington.

### Organizing Rationale

The MSW practicum placements are organized into two broad categories referred to as "Generalist Practice" and "Advanced Generalist Practice." The Generalist Practice practicum occurs during the first year of enrollment and the Advanced Generalist practicum occurs during the second year. All practicum courses take place during the academic year (i.e., fall and spring semesters).



Admission Program Status	When to take Practicum Course	Practicum Hours Per 15-week Semester	Approximate Practicum Hours Per Week
Generalist Practice 1-Year	Fall Semester	200	14
	Spring Semester	200	14
Advanced Generalist Practice 1-year	Fall Semester	250	17
	Spring Semester	250	17
<b>Total (at least)</b>		<b>900</b>	

Figure 1 MSW Practicum Hours

## Generalist Practice Practicum

Generalist Practice courses (SOWK 545 and SOWK 546), which are taken sequentially in the Fall and Spring semesters, are grounded in the Generalist Practice perspective, emphasizing person-in-environment, micro, mezzo, and macro levels, strengths, resilience, and research-informed practice. Practicum agencies are encouraged to provide students with opportunities to observe and experience a range of social work activities with individuals, families, groups, organizations, and communities while building skills in effective communication, critical thinking, assessment, planning, intervention, and evaluation.

## Advanced Generalist Practice Practicum

Advanced Generalist Practice builds on the elements of the Generalist Practice skills and knowledge, while participating in a more intense practicum experience with individuals, families, groups, organizations, and communities. The two advanced Generalist Practice practicum courses (SOWK 595 and SOWK 596), which students take sequentially in the Fall and Spring semesters, have a thorough understanding of social work practice at all levels. The students take the practicum courses in conjunction with the corresponding advanced methods courses to extend and enhance the integration of advanced theory and practice. Activities and performance in each succeeding practicum must demonstrate a degree of increased skill, independence, leadership, and responsibilities.

## Practicum Seminar

Student participation in the concurrent Generalist Practice and Advanced Generalist Practice practicum seminar courses is an integral part of practicum education. During the practicum seminar courses, the students share knowledge and experiences about social service agencies

and discuss issues and topics related to social work practice. Seminar faculty will manage the Administrative details at these meetings.

In the practicum seminar, students will demonstrate knowledge of the agency. The seminar will provide opportunities for students to integrate classroom content and theory into practicum placement. Practicum Seminar groups meet one hour per week or the equivalent. Time spent in practicum seminar counts toward the total number of required hours.

## Practicum Rationale

Upon entering the MSW practicum courses, students will follow either the Generalist Practice or Advanced Generalist Practice curriculum plans of study. Students must take practicum courses with the corresponding practice method courses. Each course in a sequence builds upon the previous course, which provides students with the theoretical, conceptual, and pedagogical framework integrated and applied to practice in the practicum placement.

In social work practicum students build upon and integrate theory across the entire social work spectrum as experienced in all courses and sequences. Activities provided by the wide variety of practicum agencies and the professional practice community will allow students to apply increasingly complex concepts from courses at all systems levels; human behavior in the social environment; ADEI; policy and research methods; and organizational and community leadership. Moreover, as evaluation and research skills develop, the student grows in the ability to critically assess agency policy, procedures, and practice methods in meeting the needs of clients and constituents.

Faculty and the Practicum Supervisor facilitate the integration of theory and practice; provide feedback on the learning contract; and review practicum course syllabi. In each practicum semester. The Practicum Supervisor assists students in the development of activities that reflect growth and increased levels of complexity, skills, and autonomy.

The Practicum Director disseminates Information in a variety of ways about the MSW practicum and its relationship to the overall program. For example, the MSW Practicum Manual is available on the Social Work Department's website. Subsequently, the Practicum Director provides a yearly mandatory orientation for Practicum Supervisors to facilitate communication, clarify practicum requirements, review learning contract development. The Practicum Director meets three times each year with students and Practicum Supervisors to clarify requirements and provide support. The MSW Orientation is mandatory for all new Practicum Supervisors.

## Introduction

### Land Acknowledgement

Heritage University occupies its home on the Yakmumamí Tiichám (The traditional lands of the Yakama People). These ancestral homelands are the Yakama, Palouse, Pisuouse, Wenatshapam, Klikatat, Klinquit, Kow- was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes

and Bands of the Yakama Nation [Treaty of 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We acknowledge and honor with gratitude the homeland and the first peoples who have stewarded it from time immemorial, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our institutional history, like others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

## Social Work Department

The Social Work Department 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 HU Board of Directors approved the offering of a Bachelor of 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 BSW Program became fully accredited by CSWE in 1998. The BSW Program received CSWE reaffirmation in June 2003, June 2009, and June 2019. As a fully accredited BSW program, all courses met or exceeded the highest standards established by the CSWE and prepared students for careers as generalist social work practitioners.

In January 2023, the Social Work Department entered a partnership with ESD 105 to develop an MSW Program through a Department of Education Demonstration Grant. The MSW Program achieved Pre-Candidacy in 2023 and is on the CSWE Board of Accreditation agenda for June 2024 for consideration of Candidacy status.

## Practicum Education

We welcome Practicum Supervisors as partners in socializing students to our profession. We emphasize co-learning partnerships related to educational assessment, learning opportunities, and supervision provided by the Practicum Supervisor.

Practicum education is the signature pedagogy of social work education. The MSW practicum education program provides students with a supervised and supportive learning opportunity where they can master and synthesize social work knowledge, values, skills, and cognitive and affective processes. We collaborate closely with community agencies and organizations to ensure there is culturally responsive, strengths-based content that enhances classroom theory and research with students’ experiences. Our goal is to facilitate the mastery of social work competencies and practice behaviors that support the wellbeing and quality of life for all people.

## Anti-Racism, Diversity, Equity, and Inclusion (ADEI) Statement

The MSW program at Heritage University commits to both short and long-term work of ADEI. That is, to recognize and dismantle racism and interrelated oppressions in curriculum,

programs, organizational practices, processes, and outcomes. Anti-racist Social Work education supports us in doing the important work of reshaping social work practice, programs, and policies toward an equitable and inclusive society. ADEI explicitly highlights, critiques, and challenges all forms of racism which includes individual, interpersonal, institutional, and structural. This requires an examination of how racist beliefs and ideologies structure our collective lived experiences in personal and professional relationships. For example, in agency systems, parallel processes are often manifested in negative outcomes in educational and employment opportunities, as well as costs in physical and emotional health. ADEI examines macro-level challenges on the ways that programs and institutions, such as education, health care, housing, food access, justice, and other forms of social provisioning support and maintain differential advantages along racial and economic lines. We engage the work of anti-racism to prepare social workers who will critically examine their personal and social environments to contribute to building a just, equitable, and peaceful society.

## Mission Statement

The mission of the online Master of Social Work program at Heritage University is to prepare students for Generalist Practice and Specialized Practice and equip them with practice skills to work with individuals, families, groups, organizations, and communities. Emphasis is placed on anti-racism, diversity, equity, inclusion, and belonging utilizing scientific inquiry and promotion of socially responsible policy through culturally responsive, strengths-based social work practice. The program prepares practitioners who serve rural, diverse, and underrepresented communities to address structural and institutional inequities to facilitate and promote the wellbeing and quality of life for all people.

## Practicum Manual Overview

This manual is intended to serve as a reference for students, faculty, staff, practicum supervisors, and agencies involved in the MSW practicum experience. The MSW Program students, staff, faculty, and practicum supervisors can utilize the MSW Practicum Manual in conjunction with the MSW Student Handbook.

The purpose of the practicum manual is to:

1. Articulate the MSW program mission, goals, objectives, and outcomes.
2. Outline practicum policies and procedures that relate to the practicum experience.
3. Identify the roles and responsibilities of the program, agency, practicum supervisors, and students in the practicum experience.
4. Identify the generalist and advanced generalist practice skills students will acquire.
5. Facilitate the congruency and integration of classroom and practicum education content.

The educational journey that leads MSW students to become professional social workers is one that integrates classroom and practicum education. This educational experience will lead the

student back and forth from the practicum to the classroom with questions, challenges, and dilemmas originating from practice experiences and observations.

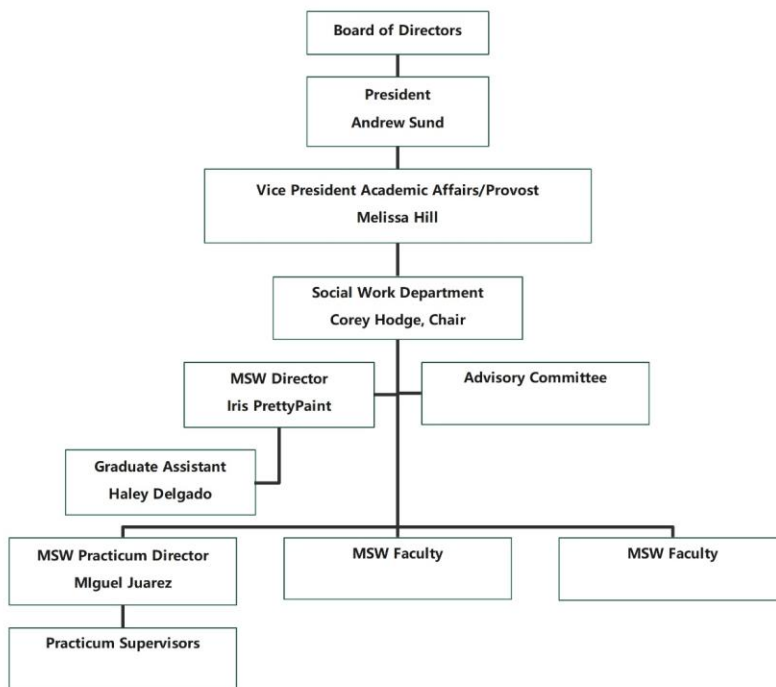


Figure 2 MSW Practicum Organizational Chart

## Program Goals

The MSW Program has established the following goals:

1. To prepare students with Generalist and Advanced Generalist Practice knowledge, values, skills, cognitive and affective processes.
2. To prepare students with advanced skills in social policy, research, culturally tailored interventions, and organizational and community leadership to enhance social functioning and alleviate poverty, oppression, and injustice.
3. To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

## Program Objectives & Competencies

Upon completion of the MSW degree, students will be able to achieve the competencies presented in the Council on Social Work Education (CSWE) – 2022 Educational Policy and Accreditation Standards (EPAS).

The program course assignments, practicum experiences, and seminars will allow the opportunity to achieve the following nine social work competencies:

1. Demonstrate Ethical Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
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

## Generalist Practice Practicum

The Master of Social Work Program's Generalist Practice practicum focuses on the preparation of social work students for professional practice. Students acquire and develop the nine social work competencies that identify the knowledge, values, skills, cognitive and affective processes that are subsequently demonstrated in the student's level of Generalist Practice with diverse populations of individuals, families, groups, organizations, and communities within a complex multicultural society. The MSW Generalist Practice curriculum emphasizes an ongoing critical analysis of person-in-environment that:

1. Promotes human and social wellbeing
2. Applies ethical principles and critical thinking
3. Practices at the micro, mezzo, and macro levels
4. Advocates for human rights and social, racial, economic, and environmental justice
5. Builds on the strengths and resilience of all human beings
6. Engages in research-informed practice
7. Proactive in responding to the impact of context on professional practice

This conceptual framework connotes a Generalist Practice student 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 Practice student is skilled in coordination and mobilization of knowledge and skills of the profession for the benefit of clients and client systems. Generalist Practice students utilize critical thinking skills in practicum.

The Generalist Practice theoretical and pedagogical framework includes the following:

1. Person-in-Environment
2. Systems Theory
3. Ecological Theory
4. Empowerment Theory
5. Psychosocial Theory
6. Critical Pedagogy
7. Strengths-Based Approach
8. Evidence-Informed Practice
9. Crisis Intervention Model
10. Cognitive Behavioral Therapy

The Generalist Practice conceptual framework includes the following:

1. Dimensions: Knowledge, values, skills, cognitive and affective processes
2. Basic Systems: Micro, mezzo, and macro levels
3. Systems Levels: Individuals, families, groups, organizations, and communities
4. Nine Social Work Competencies

The ethics and value base of the Generalist Practice 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 cultural humility
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 of the Social Work Department

## Advanced Generalist Practice Practicum

The Master of Social Work Program's Advanced Generalist Practice practicum builds on the Generalist Practice practicum by integrating opportunities with relevant systems levels (i.e., individual, family, group, organization, and community) based on extended and enhanced social work competencies that manifest in holistic professional practice. The Advanced Generalist practitioners extend and enhance social work knowledge, values, skills, and cognitive and affective processes, and demonstrate an ability to engage, assess, intervene, and evaluate

across client populations, problem areas, and methods of intervention. Advanced Generalist Practice practitioners synthesize and use the knowledge and skills necessary for interpersonal collaborations based on scientific inquiry and best practices, consistent with social work values.

Advanced Generalist Practitioners engage in both research and advocacy in their commitment to change structural inequities, challenge oppression, and inform and improve practice, policy, and service delivery.

The Advanced Generalist Practice theoretical and pedagogical framework includes the following:

1. Phenomenological Theory
2. Systems Theory
3. Empowerment Theory
4. Critical Race Theory
5. Transformational Leadership Theory
6. Grounded Theory
7. Critical Pedagogy
8. Narrative Approach

The Advanced Generalist Practice conceptual framework includes the following:

1. Dimensions: Knowledge, values, skills, cognitive and affective processes
2. Basic Systems: Micro, mezzo, and macro levels
3. Systems Levels: Individuals, families, groups, organizations, and communities
4. Nine Social Work Extended and Enhanced Competencies

## MSW Practicum Education at Heritage University

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 MSW 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, evaluate their values, examine their practice preferences, and explore the arena of social work as a profession.

### Practicum Design:

1. Help students build a skill set in theory application at the micro, mezzo, and macro levels.
2. Extend a student's understanding of real-world experiences of how social service agencies work with client systems.
3. Help students investigate how concepts of social, racial, economic, and environmental justice and multiculturalism are implemented in the practicum.
4. Assist students in identifying how both generalist and advanced generalist practices are based on the mission of the profession.



5. Help students identify the client's personal, relational, and community strengths, rather than only the deficits.
6. Support students in integrating human behavior in the social environment concepts into their work across systems levels.
7. Guide students in initiating and building upon client-worker relationships.
8. Help students understand the tasks of collecting and assessing information related to client concerns.
9. Aid students in recognizing client needs, strengths, issues, and resources.
10. Facilitate students' use of empirical knowledge and technological advances in collaborating with client systems.
11. Help students become familiar with program outcome evaluations informing practice effectiveness.

## Adult Learning

The Social Work Department's approach to practicum is based on theories of adult learning and applied learning. It is our belief that agencies that accept practicum students must be prepared to devote time to applied learning opportunities relevant to each student's learning objectives. Students need opportunities to master and integrate social work knowledge, values, skills, cognitive and affective processes. Regular, timely, and effective social work supervision is essential to this mastery.

## Cultural Humility

Cultural humility emphasizes self-reflection and self-critique on how one's own background and the background of others, others impact teaching, learning, engagement, creative activities, and leadership. Students need the opportunity to enter practicum with the intention to honor the beliefs, customs, values and languages of their clients, community, agency, and practicum supervisor.

Commented [IP1]: Revise this for readability

## Student/Faculty/Practicum Supervisor Partnerships

The Social Work Department emphasizes co-learning partnerships related to educational assessment, learning contracts, and evaluation in the practicum setting. Effective learning requires students and Practicum Supervisors to actively engage in theory and practice through critical thinking and self-reflective learning. Learning opportunities and supervision of the practicum experience is provided by the Practicum Supervisor on site in the practicum agency. Teaching approaches include individual and group supervision, discussion, simulation, assigned cases and/or projects, readings, and role plays.

## Practicum in the MSW Curriculum

The integration of classroom and practicum occurs through several methods. Students are provided course syllabi which outline key assignments related to the practicum. In turn, the students will share the practicum syllabi with the Practicum Supervisor. The Practicum Director provides training to the Practicum Supervisors to support and reinforce the integration of theory and practice (i.e., practice and research informed) as reflected in the competencies.

## Administration of the Practicum Program

The Practicum Director has the responsibility to identify and develop appropriate placements; provide orientation on educational objectives and policies for Practicum Supervisors and other responsible parties at the agency. The Practicum Director ensures that the practicum experience is productive for all students.

## Practicum Agency Settings

The practicum setting is defined as an experience in one agency/organization that has a Practicum Agreement (see appendix c) with Heritage University and the Social Work Department. Practicum experiences are available in a wide variety of agency settings, both public and private. The Social Work Department maintains working relationships with a range of agencies responsive to the learning objectives of students. These agencies will generously make time, facilities, and human resources available to students to further the quality of their MSW education.

Most practicum experiences occur in traditional social welfare settings such as public social service agencies, neighborhood centers, mental health centers, residential treatment centers, and school settings. 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, gender identity, gender expression, race, religion, disability, marital status, national origin, or sexual orientation.

The MSW program requires a minimum of nine hundred hours of practicum placement. The Practicum requires two hundred hours during fall and spring semesters for the Generalist Practice year for a total of four hundred hours; and two hundred and fifty-hours during fall and spring semesters for the Advanced Generalist Practice year, for a total of five hundred hours.

The first semester 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 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, families, group, organization, and community resource workers; to learn social work tasks; and to share experiences with other students in practicum seminars on campus. The students will develop awareness of their role in the helping process, perform functions of the agency, and put into practice social work skills.

The second semester 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

Practicum Supervisor. 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 the Agency Practicum Supervisor (APS), with whom they meet for supervision on a regular basis. Also, students meet in small practicum seminar groups with a faculty member an hour a week or its equivalent throughout the placement. These groups give the students the opportunity to share new knowledge, awareness, and reactions to their new practicum experiences with peers and faculty on campus.

## Agency Supervision

Supervision is the most crucial aspect of Practicum education. The Practicum Supervisor will have more impact on the student's subsequent professional practice than any other influence on their social work educational experience. Practicum 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 requires that agency supervisors have a master's degree in social work from a CSWE-accredited program and at least two years of post-master's practice experience in social work. The assigned agency supervisor takes exceptional care to assure that the student can maintain a social work focus. If an MSW is not available or leaves the agency while the students are placed there, in those instances, the program will arrange an outside MSW Practicum Supervisor and/or the Practicum Director will provide the supervision.

To facilitate integration between the classroom and Practicum, the Practicum Director convenes 15 hours of interactive seminars during each semester. Attendance is required for all students enrolled in practicum classes. In conjunction with the seminars, students are required to submit written assignments that document their practicum experiences. Practicum 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 an opportunity for exploring theoretical considerations as they influence social work practice and behavior.

To provide linkage and support to the practicum supervisor and student, the Practicum Director visits, either in person or over Zoom, the student and practicum supervisor in the agency at least three times per year during the placement. Practicum supervisors are encouraged to maintain communication with the Practicum Director in case of any questions or concerns.

## Requirements

Practicum Supervisors must meet the following criteria:

- Master’s degree in social work from a CSWE-accredited program and who has at least two years of post-master’s social work degree practice experience in social work

The MSW program ensures the Practicum Supervisor has these credentials through one of the following methods.

- signature acknowledgement
- provide concise resume or business card with credentials.

## Structure of the Practice Experience

The Practicum Supervisor and student will develop practicum tasks and activities based on the student’s interests and the nine 2022 EPAS Social Work competencies. The MSW program seeks practicum sites which can provide opportunities for competency-based educational experiences across the systems levels (i.e., individual, family, group, organization, and community).

By the end of the practicum, students have achieved a level of competency in each of the nine core areas. Moreover, program, agency, practicum supervision, and student responsibilities support the structure.

## Mutual Responsibilities

### Heritage University

It is the responsibility of the institution to maintain a Social Work Department which includes a practicum component that meets the accreditation standards of the CSWE.

### Practicum Director

The MSW Practicum Director is the representative of the Social Work Department to the local agencies/organization settings. The Practicum Director is responsible for coordination of all practicum activities. The major duties of the Practicum Director include the following:

1. Execute agreements based on Social Work Department criteria between the Agency, program, and student
2. Provide the agency with the necessary consultation and support needed to conduct the practicum educational goals
3. Provide Practicum Supervisor orientation training
4. Develop an interview plan with MSW students to facilitate practicum placement
5. Conduct practicum site visits
6. Report any potential difficulties to the MSW Director and Department Chair
7. Maintain student practicum records of learning contracts, hours, and evaluations
8. Obtain regular feedback from agencies and recommends suitable modifications when appropriate

**Commented [IP2]:** Revise to align with benchmark. “facilitates student practicum placements”

### Agency

The agency has the right to interview and approve students proposed for placement consistent with agency and Heritage University policies. The agency shall assign a Practicum Supervisor who possesses an MSW degree and has at least two years of experience. The agency may not

change the designated Practicum Supervisor without consultation with the Practicum Director. The Agency will:

1. Help students develop a clear and realistic learning contract.
2. Ensure the Practicum Supervisor spends at least an hour per week with the student to assess and enhance the student's attainment of learning objectives.
3. Notify the Practicum Director if a student fails to appear for practicum without prior notice, is consistently late, or in other ways breaks the learning contract, and/or agency regulations.
4. Complete the required midpoint and final evaluation forms.
5. Approve and sign monthly practicum hours.

### Student

1. Work with Practicum Supervisor to identify practicum learning goals.
2. Provide resume and other requested materials (e.g., vaccines, criminal background check) to the agency.
3. Adhere to agency rules and regulations (i.e., dress codes and administrative procedures).
4. Respect agency property and conduct themselves in a professional manner.
5. Adhere to the NASW Code of Ethics.

## Practicum Selection Process

### Steps for Selecting a Practicum

1. Students meet with the Practicum Director to review learning contract requirements, provide a resume, and discuss potential agency placements.
2. The Practicum Director uses information obtained from the meeting with the student to identify agencies that can best meet the student's needs
3. Through discussion with the Practicum Director, and other faculty, the student selects potential agency setting for requested placement.
4. The Practicum Director will contact the agency to share student interest and provide mutual contact information for the Agency and student to schedule an interview.
5. Students will share their resume during practicum interview, along with any other pertinent materials requested by the agency.
6. Once the agency confirms practicum placement, the Practicum Director will schedule a meeting with Practicum Supervisor and student to finalize learning contract.

### Employed Students Practicum Guidelines

Students may elect to complete practicum requirements at their place of employment with permission of the Practicum Director for the following guidelines:

1. All the guidelines for other (unpaid) practicum experiences shall apply to students employed in their agencies

2. An agency wishing to offer a practicum placement to an employee will need to agree to give priority to the student's learning objectives
3. The student shall develop learning goals based primarily on the need to expand knowledge; acquire and practice new skills and apply classroom theory and practice. The student's learning goals can be related to the agency's goals and not tailored to the agency's maintenance needs
4. To qualify for Practicum credit, the student's work assignment will be aligned to meet the nine social work competencies. The Practicum Director will assist the student and agency in structuring a new practicum experience. The student's employee tasks may qualify as practicum hours if they are linked to the nine social work competencies and level of practice (generalist or specialized). Practicum supervision may be provided by the same Practicum Supervisor only when the time is distinct from employment supervision and the supervisor meets the requirements outlined by the MSW Program.
5. 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
6. The agency shall provide Practicum Supervision with a qualified MSW. The student will be assigned a Practicum Supervisor other than the regular work supervisor. The Practicum Supervisor will spend at least an hour per week with the student to assess and enhance the student's attainment of learning objectives.
7. The student will be free to take risks and make mistakes as a learner to the same extent as a non-employed student.
8. The Practicum Director, student, and Practicum Supervisor will decide how the student's learning is to be documented and kept distinguished from the student's personnel file in the agency.
9. The Practicum Director shall closely monitor the practicum to assure that it represents a valid educational experience.

## Professional Liability Insurance

Heritage University maintains professional liability insurance. The university is identified as 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 are encouraged to consider purchasing their own liability insurance through NASW for low student rates. Those who wish to secure their own liability insurance policy should contact the Social Work Department for applications.

## Practicum Learning Contract

The Practicum Learning Contract planning helps the MSW student and Practicum Supervisor identify tasks, experiences or activities that will meet the social work competencies. The Learning Contract serves as a framework from which to select participatory activities that will benefit the student's learning experience. The Practicum Supervisor can use the Learning Contract to decide which of the agency's educational opportunities (cases, projects, meetings) are 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 Practicum Supervisor in consultation with the Practicum Director, the Learning Contract makes explicit what the student's learning focus will be. Thus, it is the primary tool for evaluating the student's progress towards meeting competencies.

Using clearly written learning tasks and activities in the Learning Contract adds structure to the student's practicum experience, 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?"

### Learning Contract Development

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

1. Review Competencies and Behaviors.
2. Reflect on student's personal goals for practicum.
3. Make a list of the skills and knowledge that the student would like to develop during the coming semester. This list may include gaps in skills and knowledge 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:
  - a. Be specific. Avoid global or general statements.
  - b. Describe what is to be learned in terms that can be seen or heard, not in feeling terms. It is difficult to measure feelings.
  - c. Include only one concept or skill in each statement.
  - d. Write simply. It is not necessary to include jargon or buzz words.
  - e. Use examples if it will help the reader understand the intent.
  - f. Learn to condense material (putting the emphasis on quality not quantity).
  - g. Objectives often reflect an experience which can be broken down into several smaller activities. For example, the objective, "develop social work skills in working with adolescent groups" can be broken down into the following activities:
    - i. Observe Practicum Supervisor in leading adolescent treatment group for three sessions.

- ii. Co-lead with Practicum Supervisor three adolescent group sessions.
- iii. Lead three adolescent group sessions.

## Practicum Activities

Educational experiences refer to those activities that the student will undertake to accomplish a particular objective. These activities should provide an opportunity for the student to practice a specific concept or skills. 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 previous experience? Learning is incremental, a process of growth, and a learning activity needs to be appropriate to the student's present attainment.
- 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 started, there should be sufficient agency resources to assure its completion.
- Does the activity give the student the opportunity to increase independent performance? Activities should permit the student to progress from supervised to self-directed practice.

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

## Conference Preparation

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

1. Schedule the conference
2. Prepare the Learning Contract Form
3. Participate in the conference

### Schedule Conference

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

### Learning Contract Form

The intention of the form is to set up "learning and doing" objectives for practicum that are specific for each student, feasible in the agency, and are attainable within the hours needed for both generalist practice and advanced generalist practice. The student is responsible for the preparation, and the Practicum Supervisor engages in providing guidance from the agency's perspective. The student works on the preparation with the Practicum Director.



## Conference Participation

The purpose of the conference is to confirm, clarify, expand, or modify activities and ways of meeting competency requirements. The conference can be in person or via Zoom. The Learning Contract Form (see Appendix A) is a working document that is the basis for the conference. Learning activities may need to be revised based on discussion during the conference. The Practicum Director, Practicum Supervisor, and student are all expected to offer input at the conference and ask any specific questions about responsibilities, steps, and curriculum.

The final Learning Contract Form that is signed by the student, Practicum Supervisor, and Practicum Director, is retained and final copies are provided by the Practicum Director. Once the Learning Contract is approved and the student is completing the tasks, the practicum evaluation will take place at the mid-point of the year and prior to the completion of the required hours. Amendments to the Learning Contract may be necessary and the Practicum Director will initiate a meeting with Practicum Supervisor and student to amend contract.

## Additional Considerations

### Practicum Exemptions

There are no exemptions from practicum based on prior experience. The Educational Policies and 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 practicum or of the courses in the professional foundation areas."

### Paid Practicum

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

### Holidays And Semester Breaks

The university does not require students to complete practicum hours during holidays or semester breaks. However, an agency may request that a student work during these periods, or a student may request to complete hours during these periods in circumstances where hours missed due to illness or unavoidable circumstances need to be made up. The Practicum Director must approve hours worked outside of the regular semester or on holidays.

### Credit For Life Experience

Although Heritage University awards academic credit for life experience or previous work experience in some curricular areas, no credit for life experience or previous work experience is awarded for social work courses, specifically those courses required by the social work major that contains the SOWK prefix.

## Change In Practicum Placement

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

It is the function of the Practicum Director to determine whether the problem is performance or non-performance. Examples of non-performance problems are below. Other challenges may exist.

1. Inadequate agency resources to support practicum.  
*For example, lack of student office space, lack of clients for student cases, insufficient supervisory time, loss of supervisor due to illness, and change of jobs.*
2. Learning experiences within an agency are too narrow.  
*For example, with direct service, students need opportunities to collaborate with individuals, families, groups, and communities or to assume multiple intervention roles: counselor, broker, and advocate.*
3. Mismatch of student and agency 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 changes its administrative structure which adversely affects available learning opportunities.*
5. Personality or ideological clash between practicum supervisor and student.  
*Sometimes this problem is intertwined with difficulties in student performance. However, in other instances the student and practicum supervisor "don't get along" or "don't see things the same way," and neither one is willing to make the necessary compromises.*

## Recourse For Grievances

If a student has a grievance related to practicum, the student should first discuss the matter with the person immediately involved. In the next step, the Practicum Director should be included in discussions. If the student is dissatisfied with the outcome of these discussions, the student can then bring her/his grievance to the Program Director and then to the Department Chair. If the grievance is still unresolved, the student 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. If contact with the instructor does not lead to resolution, the matter should be referred to 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 inquires and investigates 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 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.

## Policies and Procedures

The policies and procedures provide essential guidance on how we conduct ourselves as students, staff, faculty, and supervisors including how we work, interact with others, and manage the MSW program of Heritage University. The policies contained in the Practicum Manual are in keeping with the values and goals of the University.

### 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, 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/>

### Student File Permission

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:

1. The student requesting to see their file must submit in writing any such request to the MSW Director and the Social Work Department Chair. If access to a specific piece of information (e.g., practicum evaluation, application for admission) 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.
2. Without exception, all students are granted access to their records subject to the following constraints:

- a. 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.
- b. 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.
- c. Any student-initiated additions to the record (e.g., reports, responses) should be channeled through the MSW Director or Practicum Director.
- d. 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.

## Student Counseling Out Procedures

In accordance with Council on Social Work Education (CSWE) guidelines, all social work majors are expected to conduct themselves in a professional manner consistent with the NASW Code of Ethics. The MSW 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 the student completion of 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.

Students may be referred to the university's social and mental health counselor, if appropriate. The MSW 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 student in the MSW Program does not abide to 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.

## Termination Of Enrollment

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

The Social Work Program exercises its right to terminate a student's practicum placement and/or enrollment in the MSW 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 MSW Program in addition to other sanctions levied by the University.

The Social Work Program takes particular care to ensure 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, MSW faculty, Practicum Director, or Practicum 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 MSW program. A final determination regarding the student's status is made after review by the MSW faculty serving as a Committee of the Whole.

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

## Dismissal Or Termination

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

1. Plagiarism or other forms of cheating.
2. Disruptive or inappropriate conduct in classes or practicum 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 relationships 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 based on gender, sexual orientation, 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.

## Termination or Denial of Admission

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

1. The faculty member, or the student's academic advisor, the MSW Director, and/or the Department Chair will discuss with the respective student concerning the violation, ways to remediate, and other 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 considering 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 MSW Director and the Department 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 MSW Director and Department Chair will meet with MSW 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 Department Chair will notify the student with the following instructions:
  - a. You have the right to appeal to the VP for Academic Affairs/Provost.
  - b. If still unsatisfied, you may follow the appeal procedures as outlined in the University MSW Student Handbook grievance procedures found on [page 20](#)?
4. In the case of a student with only provisional acceptance, admission would be determined by a faculty committee convened by the Department Chair to review the student's application packet. If that committee votes to deny admission considering the reported violation, especially in violations to NASW Code of Ethics, the student can appeal, first through the VP for Academic Affairs/Provost, and if unsatisfied, to the Vice-President for Academic Affairs/Provost. The student can also access the formal grievance procedure as outlined in the University Student Handbook cited above.

## Sexual Harassment and Sexual/Romantic Relationship

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 an 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 or 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 an individual's education or 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 practicum activities. Sexual/romantic relationships between student and faculty members or student and practicum supervisor will be considered a conflict of interest and a breach of the faculty/practicum instructor responsibilities to the student and University. Concerns, complaints, or questions with respect to sexual harassment and consensual relationships are directed to the Department Chair.

## Appendices

Appendix A: Generalist Practice Learning Contract

Appendix B: Specialized Practice: Advanced Generalist Practice Learning Contract

Appendix C: Practicum Agreement

Appendix D: MSW Consent to Exchange Information

Appendix E: Personal and Professional Conduct Statement

Appendix F: Practicum Statement of Understanding

Appendix G: Instructions for Evaluation of the Practicum



## Appendix A: Generalist Practice Learning Contract



### Generalist Practice Learning Contract

<b>Placement Agency Name:</b>		<b>Phone:</b>
<b>Student Name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Practicum Supervisor:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Practicum Director:</b>	<b>Signature:</b>	<b>Date:</b>

<b>Competencies and Behaviors (2022 EPAS)</b>	<b>Tasks/Activities to Demonstrate Competency</b>	<b>Mid-Point Evaluation 0 - 5</b>	<b>Final Evaluation 0 - 5</b>
<b>1: Demonstrate Ethical and Professional Behavior</b>			
a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.			

b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication.			
c. Use technology ethically and appropriately to facilitate practice outcomes.			
d. Use supervision and consultation to guide professional judgment and behavior.			
Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities <input type="checkbox"/>			
<b>2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>			
a. Advocate for human rights at the individual, family, group, organizational, and community system levels.			
b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.			
Individuals <input type="checkbox"/> Families <input type="checkbox"/> Groups <input type="checkbox"/> Organizations <input type="checkbox"/> Communities <input type="checkbox"/>			
<b>3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>			
a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.			
b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with			

clients and constituencies, acknowledging them as experts of their own lived experiences.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>
<b>4. Engage in Practice-Informed Research and Research-Informed Practice</b>			
a. Apply research findings to inform and improve practice, policy, and programs.			
b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>
<b>5. Engage in Policy Practice</b>			
a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.			
b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>			
a. Apply knowledge of human behavior and person-in-environment, as well as			

interprofessional conceptual frameworks, to engage with clients and constituencies.			
b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>
<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b>			
a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.			
b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>
<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>			
a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.			
b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.			

Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>	Communities <input type="checkbox"/>
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>				
a. Select and use culturally responsive methods for evaluation of outcomes.				
b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.				
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>	Communities <input type="checkbox"/>

Mid-Term Evaluation	Final Evaluation
<b>Notes:</b>	<b>Notes:</b>
<b>Signatures</b>	<b>Signatures</b>
Practicum Student: Date:	Practicum Student: Date:
Practicum Supervisor: Date:	Practicum Supervisor: Date:
Practicum Director: Date:	Practicum Director Date:

<b>Practicum Evaluation Scoring</b>	
5	Advanced Competence, Excellent Performance
4	Competence, Strong Performance
3	Emerging Competence, Performance is on track and moving Forward
2	Not Sufficient Progress, with some concerns (Identify concern and develop plan to address)
1	Unacceptable Progress (identify action to be taken at end of evaluation)
0	Not completed, no opportunity (identify a plan for opportunity at end of the evaluation)

Appendix B: Specialized Practice: Advanced Generalist Practice Learning Contract



**Specialized Practice  
Advanced Generalist Practice Learning Contract**

<b>Placement Agency Name:</b>		<b>Phone:</b>
<b>Student Name:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Practicum Supervisor:</b>	<b>Signature:</b>	<b>Date:</b>
<b>Practicum Director:</b>	<b>Signature:</b>	<b>Date:</b>

<b>Competencies and Behaviors (2022 EPAS)</b>	<b>Tasks/Activities to Demonstrate Competency</b>	<b>Mid-Point Evaluation 0 - 5</b>	<b>Final Evaluation 0 - 5</b>
<b>1: Demonstrate Ethical and Professional Behavior</b>			
a. Examine policy and research related to the impact of racism, oppression, violence, and historical trauma to inform ethical practice.			
b. Assess culturally responsive advanced decision-making models to address ethical issues and dilemmas in practice with Latinx, Indigenous, and agricultural communities.			

Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>	Communities <input type="checkbox"/>
<b>2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice</b>				
a. Utilize policy analysis skills to inform policy formulation practices and policy implementation effects on oppressed and marginalized populations, including rural and tribal communities.				
b. Organize legislative policy advocacy with individuals, families, groups, organizations, communities to advance human rights and social, economic, and environmental justice.				
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>	Communities <input type="checkbox"/>
<b>3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</b>				
a. Identify internalized racial bias to reflect and critique personal history, power, position, privilege, and opportunities for change				
b. Utilize social work methods and models to dismantle structurally racist and unjust practices and policies.				
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>	Communities <input type="checkbox"/>
<b>4. Engage in Practice-Informed Research and Research-Informed Practice</b>				
a. Apply a practice-informed research design that is culturally responsive for individuals, families, groups, organizations, and communities.				



b. Analyze research-informed results to apply culturally responsive practices at all levels.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>
<b>5. Engage in Policy Practice</b>			
a. Examine social policies at local, state, tribal, and federal levels to provide best practice recommendations.			
b. Assess social policy theory in the context of practice with diverse client populations and prepare recommendations for policy change.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>
<b>6. Engage with Individuals, Families, Groups, Organizations, and Communities</b>			
a. Evaluate cultural factors which build meaningful engagement with diverse client populations.			
b. Utilize a variety of culturally responsive engagement methods to promote healing and wellbeing.			
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/> Communities <input type="checkbox"/>
<b>7. Assess Individuals, Families, Groups, Organizations, and Communities</b>			
a. Evaluate advanced assessment methods with diverse individuals, families, groups, organizations, and communities.			

b. Adapt advanced assessment methods through modification of questions, formats, and measurements that reflect diverse cultural contexts.				
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>	Communities <input type="checkbox"/>
<b>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</b>				
a. Select culturally responsive interventions with individuals, families, groups, organizations, and communities.				
b. Apply culturally tailored interventions across client populations.				
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>	Communities <input type="checkbox"/>
<b>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>				
a. Demonstrate group facilitation skills to build trust with organizations and communities.				
b. Evaluate intervention results across client populations based on well-being and quality of life outcomes.				
Individuals <input type="checkbox"/>	Families <input type="checkbox"/>	Groups <input type="checkbox"/>	Organizations <input type="checkbox"/>	Communities <input type="checkbox"/>

<b>Mid-Term Evaluation</b>	<b>Final Evaluation</b>
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<b>Notes:</b>	<b>Notes:</b>
<b>Signatures</b>	<b>Signatures</b>
Practicum Student: Date:	Practicum Student: Date:
Practicum Supervisor: Date:	Practicum Supervisor: Date:
Practicum Director: Date:	Practicum Director Date:

<b>Practicum Evaluation Scoring</b>	
5	Advanced Competence, Excellent Performance
4	Competence, Strong Performance
3	Emerging Competence, Performance is on track and moving Forward
2	Not Sufficient Progress, with some concerns (Identify concern and develop plan to address)

1	Unacceptable Progress (identify action to be taken at end of evaluation)
0	Not completed, no opportunity (identify a plan for opportunity at end of the evaluation)

## Appendix C: Practicum Agreement



This Practicum Agreement ("Agreement") is entered into on \_\_\_\_\_ (the "Effective Date"), between Heritage University ("University") and \_\_\_\_\_ ("Agency").

University operates a not-for-profit educational institution engaged in educating social work students. The University desires to use the Agency as an opportunity for its students to obtain practicum experience as required by their curriculum.

The consideration for this Agreement is the mutual promises contained in this Agreement and the mutual benefits expected from entering into this Agreement.

### **Responsibilities of the Agency**

The Agency will designate an appropriate professional worker to be the practicum supervisor who is acceptable to University with responsibilities as mutually agreed upon between University and the Agency. If this practicum supervisor changes, the Agency will notify the University's Practicum Director as soon as possible.

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 as far as their presence affects the operation of the Agency and/or direct/indirect services to clients.

The Agency's Practicum Supervisor will assist the student in developing a Learning Contract which will direct the student's activities.

Students shall be required to follow the rules, regulations, and procedures of the Agency. These will be made clear to the student by the Agency's Practicum Supervisor.

Assigned tasks will provide the opportunity for the student to:

- work with various staff members at the Agency; and
- work with clientele; and
- work on activities designed to meet the University's competency requirements; and
- receive assignments of increasingly complex tasks as students gain confidence and ability.

The Agency reserves the right to interview and approve students proposed for placement.

Exclusion of Students. The Agency reserves the right to terminate the continuation of any

student who is not complying with applicable Agency policies, procedures or directions from Agency personnel involved in the program or who is deemed by the Agency not to have adequate qualifications or ability to continue in the program, or the health of the student does not warrant a continuation, or whose conduct interferes with the proper operation of the Agency.

Emergency Care. The Agency shall provide necessary emergency care, or first aid required by an accident occurring at the Agency for students participating under the terms of this Agreement, and, except as herein provided, the Agency shall have no obligation to furnish medicine or medical care to any student. The student bears responsibility for the cost of such care as well as any follow-up care.

Regulations. The Agency will provide the student with access to the written regulations that will govern the student's activities while at the Agency.

### **Responsibilities of the University**

University assumes responsibility for the academic preparation of the student and reserves the right to render final academic assessment for the practicum.

University will designate a Practicum Director to:

- provide information on the program, school, educational and curriculum objectives; and
- approve the student's Learning Contract; and
- review with Practicum Supervisor and student progress and problems; and
- assist in the development of educational programs in the Agency (orientations and workshops) as is related to the student.

University will retain the responsibility for determining the student's final grade for the practicum but will consider the evaluation from the Practicum Supervisor and the student's self-evaluation.

University may withdraw the student from practicum at the Agency but will not do so without first conferring with the Agency.

HIPAA Compliance. Each party and the Students under this Agreement agree to comply, to the extent required, with the applicable provisions of the Administrative Simplification Section of the Health Insurance Portability and Accountability Act of 1996.

Confidentiality. University shall not disclose or permit disclosure by any students any information relating to the specific terms of this Agreement or relating to Agency Operation, or any privileged information about Agency patients, to persons or organizations other than authorized members of Agency medical staff, state licensing boards, third party reimbursement agencies, professional peer review organizations and Agency insurance carriers or legal representatives, without the prior written consent of the Agency or pursuant to duly issued court process or orders.

### **Responsibilities of the Students**

The student will agree in advance with the Practicum Supervisor as to how 900 hours (500 hours for Advanced Standing Students) of direct service will be completed. The student will keep a log of these supervised and the Practicum Supervisor will sign this log.

The student is required to attend orientation, training and seminars required by both Agency and University. These hours will be counted in the 900 hours of Practicum,

### **Pre-Placement Checks**

The university agrees to request a criminal background check pursuant to applicable "Child and Adult Abuse Laws." The university agrees to provide the Agency with a copy of the criminal background check results. The university acknowledges that placement of each student at the Agency is contingent upon provision of the criminal background check results dated less than two years prior to the commencement of the practicum experience.

University shall perform an excluded provider search on the Office of Inspector General List of Excluded Individuals Entities (<https://exclusions.oig.hhs.gov/>).

### **Insurance**

University shall maintain, in the amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate, professional and general liability insurance and shall provide Agency with a certificate of insurance evidencing the coverage required by this Agreement if requested.

Agency shall maintain professional and general liability insurance and shall provide University with a certificate of insurance evidencing the coverage required by this Agreement if requested.

### **Indemnity**

Each party to this Agreement shall be responsible for claims and damages to persons or property resulting from acts or omissions on the part of itself, its employees, its students, or its officers. Neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement. Neither party to this Agreement shall be considered the agent of the other party.

### **Term and Termination**

Term. This Agreement is effective beginning \_\_\_\_\_, and will continue thereafter from year to year, if it shall be subject to review and renewal at any time as may be necessary to update or revise upon mutual consent of the parties.

Termination. Either party may terminate this Agreement at any time by giving 30 days written notice of termination to the other party. If the Agency terminates this Agreement by giving such notice to University, students currently participating in the

Practicum will be allowed to complete the program.

**Nondiscrimination**

The Agency and the University agree that neither will discriminate in the performance of this Agreement against any individual based on age, sex, sexual orientation, race, color, religious belief, national origin, or physical handicap.

**Non-assignability**

Neither party may assign the rights or the duties of this Agreement without the prior written approval of the other party.

**Debarment and Suspension**

Agency certifies that it is not excluded, debarred, suspended or otherwise ineligible to participate in federal programs.

**Disputes**

If disputes arise during this contract that cannot be resolved between the parties, both parties agree to proceed first to a third party for resolution. Both parties will bear the cost of dispute resolution.

**Applicable Law**

This contract shall be governed by the laws of the state of Washington.

**Notices**

When required by the terms of this Agreement, the parties shall give notice by personal delivery or by Certified Mail, return receipt requested, postage prepaid, and addressed as indicated below:

To University: MSW Practicum Director                      To Agency:  
Heritage University  
3240 Fort Road  
Toppenish, WA 98948

**SIGNATURES:**

COLLEGE: Heritage University

Name: Andrew C. Sund, PhD  
Title: President

Name:  
Title: Vice President of Finance  
/CFO

Name: Miguel A. Juarez, EdD,  
MSW  
Title: MSW Practicum Director

Date:  
By: \_\_\_\_\_

Date:  
By: \_\_\_\_\_

Date:  
By: \_\_\_\_\_

AGENCY:

Name:  
Title:



Date: \_\_\_\_\_  
By: \_\_\_\_\_

## Appendix D: Consent to Exchange Information

### CONSENT TO EXCHANGE INFORMATION

I, hereby, voluntarily give permission to Heritage University Social Work Department 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 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E: Personal and Professional Conduct Statement

### Personal and Professional Conduct Statement

Yes: \_\_\_ No: \_\_\_ Have you read and understand the NASW Code of Ethics?

Yes: \_\_\_ No: \_\_\_ Is the NASW Code of Ethics compatible with your personal values and beliefs? Can you abide by its principles?

If no, explain:

Yes: \_\_\_ No: \_\_\_ Have you ever been convicted of a crime against a person (i.e., child abuse/neglect, child sexual abuse, rape, sexual assault, domestic abuse, murder)?

Yes: \_\_\_ No: \_\_\_ Are you free of chemical dependence and addiction to alcohol or drugs?

If no, explain:

Yes: \_\_\_ No: \_\_\_ 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 because 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 elevated 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 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix F: Practicum Statement of Understanding

### **Statement Of Understanding: Student Rights And Responsibilities in Practicum**

Students entering and participating in the practicum are expected to:

1. Be responsible for assessing, with the Practicum Director, their own potential to identify preliminary learning goals for the practicum.
2. Provide the Agency with a resume prior to placement. Students will also provide Practicum Supervisors with any other reasonable material deemed necessary.
3. Be at the Agency during the hours arranged for the placement. Students must report absences to both the Practicum Supervisor and Practicum Director and hours made up. Expected to conform to agency working hours and holiday schedules.
4. Keep a log of hours accumulated in the Practicum and obtain a signature from the Practicum Supervisor. Students will submit logs to the Practicum Director and use them to verify hours spent in the practicum.
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 practicum.
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 Practicum Supervisors in the event of difficulties regarding task assignments, prior to contacting the Practicum Director.
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 Practicum Supervisor and accept responsibility for providing the Practicum Supervisor with agenda items and written materials as requested.

#### Personal and Professional standards:

Conduct themselves in accordance with the NASW Code of Ethics. 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 added 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
5. Ability to manage 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 ENGAGED IN UNETHICAL BEHAVIOR AND/OR IS DEMONSTRABLY DEFICIENT IN COMPETENCIES AND SKILLS AS DESCRIBED ABOVE.**

Regarding academic work, students are expected to:

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

Evaluation Procedures:

1. In the event of disputes regarding practicum, students should follow the informal process by first attempting to resolve the problem with the Practicum Supervisor and the Practicum Director. 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 Director's final visit to the agency will include the student and Practicum Supervisor and will focus on evaluation of the student's performance in the practicum.
3. The student will evaluate the agency as a practicum placement to assist the program in achieving a good match between agencies and students.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix G: Practicum Evaluation Instructions

### PRACTICUM EVALUATION INSTRUCTIONS

The MSW program designed the practicum evaluation to provide input from all persons involved (i.e., Practicum Director, Practicum Supervisor, and student). Evaluation meetings, including all parties, are held at the midpoint and end of the practicum.

1. Evaluation of student by the Practicum Director  
The Practicum Director has the primary responsibility for grading the student.
2. Evaluation of student by Practicum Supervisor  
The Practicum Supervisor will evaluate the students at the midpoint and end of the semester. In general, this occurs at the end of each semester in which they participate in Practicum. The Practicum Supervisor will use the Learning Contract to conduct the evaluation. The Practicum Supervisor will involve the students in the evaluation process.
3. Evaluation of Agency by student  
Students will evaluate the Agency and Practicum Supervisor at the end of the practicum. The students will use the Student Evaluation of Practicum Placement Form. The Practicum Director will utilize student feedback for future practicum planning.

## Appendix H: Student Evaluation of Practicum Supervisor

### STUDENT EVALUATION OF PRACTICUM SUPERVISOR

Agency \_\_\_\_\_ Practicum Supervisor \_\_\_\_\_

Evaluate your Practicum Supervisor using the following scale: 5 – Strongly Agree, 4 – Agree, 3 – Disagree, 2 – Strongly Disagree, and 1- No Comment

If you disagree or strongly disagree with any item, please explain under comments.

#### The Practicum Supervisor

- \_\_\_\_\_ Possesses a sound knowledge of the area of social work practice
- \_\_\_\_\_ Guided practicum by social work values
- \_\_\_\_\_ Knowledgeable about current trends in social work practice
- \_\_\_\_\_ Knowledgeable about the MSW program curriculum
- \_\_\_\_\_ Supported student self-development
- \_\_\_\_\_ Used a strengths-based approach to help student learn
- \_\_\_\_\_ Defined roles and clarified student expectations
- \_\_\_\_\_ Readily available and/or accessible
- \_\_\_\_\_ Scheduled regularly planned student conferences
- \_\_\_\_\_ Provided student with feedback on growth and progress on a regular basis
- \_\_\_\_\_ Developed appropriate learning experiences geared to the student's individual needs.
- \_\_\_\_\_ Utilized resources outside of the agency to familiarize the student with the social welfare system

Comments:

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Student Signature

Date Signed