

Social Work Department Bachelor of Social Work PRACTICUM MANUAL

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BSW PRACTICUM MANUAL

Preface

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

The purpose of the practicum manual is to:

- 1. Articulate the BSW program mission, goals, and outcomes.
- 2. Identify the roles and responsibilities of the program, agency, Agency practicum supervisors, and students in the practicum experience.
- 3. Identify the generalist practice requirements.
- 4. Outline practicum policies and procedures that relate to the practicum experience.
- 5. Facilitate the integration of classroom and practicum education content.

The educational journey that leads 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.

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, Pisquouse, 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.

Heritage at Columbia Basin College (CBC) in Pasco Washington, and is on the ancestral homelands of the Cayuse, Umatilla, Walla Walla, Yakama, and Palouse peoples. We also desire to honor and acknowledge them as well.

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

The BSW 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.

BSW Practicum Overview

Community-based practicum training is a vital part of social work education at Heritage University. The Bachelor of Social Work (BSW) program will combine education, "hands-on" training, and supervised practice in agency settings. The BSW practicum brings students'

classroom knowledge into the world of social services. Students can discover their capabilities and limitations, evaluate their values, examine their practice preferences, and explore the arena of social work as a profession.

The practicum placements are guided by the Educational Policy and Educational Standards (EPAS) and the Nine Core Competencies of the Council on Social Work Education (CSWE). Through practicum education, students apply and integrate the knowledge, theories, and concepts of social work practice learned into practice.

To achieve completion of the BSW Generalist Practice practicum, students are required to complete 400 hours of practicum experience. Practicum placements are a commitment of 14-16 hours per week throughout the student's senior year.

Admission Program Status	When To Take Practicum Course	Practicum Hours Per 15-Week Semester	Approximate Practicum Hours Per Week
Generalist Practice	Fall Semester	200	14
	Spring Semester	200	14
Total (at least)		400	

Figure 1 BSW Practicum Hours

Practicum education bridges the gap between academic learning and practical application. BSW Students will work in various settings (e.g., schools, community organizations, community health clinics, and government agencies). Students are supervised by experienced social workers who guide their learning and professional development. Agency practicum supervisors help students refine their skills and gain confidence in their practice. Practicum placements are diverse and tailored to match students' career goals and interests. This will include placements in school social work, mental health, child welfare, substance use treatment, and other related fields.

BSW Mission Statement

The mission of the Bachelor of Social Work Program at Heritage University is to prepare students for entry-level generalist social work practice with individuals, families, groups, organizations, and communities. The generalist practitioner engages in a multi-layered practice with a diverse society, underrepresented, and rural communities. We (the program) respect and support all people's rights, dignity, and worth, emphasizing anti-racism, diversity, equity, inclusion (ADEI), justice, and belonging through challenging structural and institutional inequities. Serving the diverse communities of Yakima Valley and the Columbia Basin, we promote culturally responsive, strengths-based social work practice, and advocacy promoted through scientific inquiry, socially responsible policy practice, and ethical engagement. In addition, we recognize the potential of each student and strongly believe that a student's diverse cultural and ethnic background is an asset to their educational process to promote the well-being and quality of life for all.

EPAS 2022 Competencies

Upon completion of the BSW program, students will be able to achieve the nine 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

BSW Program Goals and Competencies

The BSW program has established the following goals:

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

BSW Practicum Education Overview

Agency practicum supervisors are welcomed as partners in socializing students to the social work profession. The program emphasizes 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 practicum education program provides students with a supervised and supportive learning opportunity where students can synthesize and apply bachelor's social work knowledge, values, skills, and cognitive and affective processes. The program closely collaborates 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 well-being and quality of life for all people.

Practicum Structure and Organization

The organizational chart of the BSW Practicum outlines the key roles and reporting structures that support student learning, practicum education, and operations. It illustrates the collaboration between academic leadership, faculty, and practicum faculty to ensure the program meets accreditation standards, provides quality instruction, and offers meaningful field experiences.

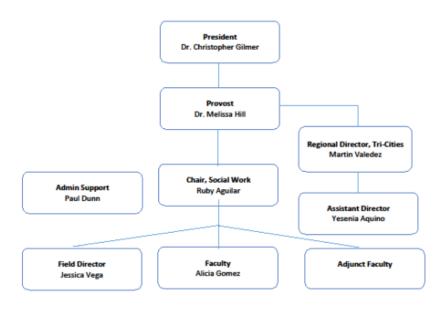


Figure 2 BSW Practicum Organizational Chart

Practicum Director Roles and Responsibilities

The Practicum Director disseminates Information in a variety of ways about the practicum and its relationship to the overall program. Subsequently, the Practicum Director provides an annual training for agency practicum supervisors to facilitate communication, clarify practicum requirements, and review learning contract development. The Practicum Director meets with practicum faculty, agency supervisors, and students to clarify requirements of the practicum and provide support.

Roles and Responsibilities of Practicum Director include but not limited to:

- 1. Develops, implements, and oversees the practicum education component of the program.
- 2. Ensures alignment with accreditation standards.
- 3. Maintains updated practicum education manuals, policies, forms.
- 4. Manages and maintains student practicum records.
- 5. Collaborates with students and agencies to identify appropriate practicum placements.

- 6. Maintains relationships with a broad range of community partners to ensure diverse placement opportunities.
- 7. Recruits and onboards new practicum sites.
- 8. Develops and maintains Practicum Agreements with agencies.
- 9. Provides training and ongoing support for practicum faculty, agency supervisors, and students.
- 10. Provides resources on practicum topics.
- 11. Conducts regular check-ins or site visits to monitor student progress and placement.
- 12. Mediates practicum conflicts or issues.
- 13. Responds to student or agency crisis involving safety, ethics, or learning barriers.
- 14. Initiates remediation or placement reassignment when necessary.
- 15. Ensures agencies provide appropriate practicum experiences, supervision, and feedback.
- 16. Provides academic and professional advising related to practicum experiences
- 17. Reviews and assesses student practicum evaluations.
- 18. Ensures students meet required practicum hours and competencies.
- 19. Teaches or coordinates practicum seminars courses.
- 20. Collaborates with faculty to ensure practicum learning connects with coursework and program learning outcomes.
- 21. Implements improvements based on feedback received by students, agencies, supervisors, and faculty.
- 22. Participates in curriculum assessment and strategic planning.
- 23. Collects, analyzes, and maintains data for accreditation, self-studies, and site visits.

Practicum Faculty Roles and Responsibilities

- 1. Provides student support and oversight.
- 2. Serves as the primary university contact for students and agency supervisors during practicum.
- 3. Maintains regular communication with students, agencies, and agency supervisors to monitor student progress.
- 4. Assists in addressing and resolving issues or concerns related to placement, including conflicts and barriers.
- 5. Clarify expectations around roles, responsibilities, and competencies.
- 6. Observes the practicum environment and student experiences.
- 7. Reviews and approves learning contracts and ensures alignment with competencies.
- 8. Monitors time logs, supervision hours, and maintains required hour documentation.
- 9. Conducts at least three site visits in person or virtually per academic year.

- 10. Completes mid-point and final evaluations in collaboration with student and agency supervisors.
- 11. Documents incidents and coordinates with program director and Practicum Director.
- 12. Assesses student progress and provides feedback to students and Practicum Director.
- 13. Helps students apply in class knowledge to practicum settings.
- 14. Guides reflection of practicum experiences in practicum seminar.
- 15. Provides and facilitates additional training on professional behavior, documentation, and self-care.
- 16. Identify and reports any concerns, legal issues, or site issues to program and Practicum Director.
- 17. Assists with placement changes or removals when needed.
- 18. Provides input on placement decisions, site development, and or policy updates.
- 19. Contributes to program improvement efforts through feedback and reporting.

Practicum Supervisor Roles and Responsibilities

The practicum supervisor is the representative of the practicum agency. The practicum supervisor is responsible for the coordination and supervision of student and practicum activities. The major duties of the practicum supervisor include the following:

- 1. Provide program and agency orientation to the students (e.g., training, policies).
- 2. Meet at least one hour weekly with student to discuss progress, integrate theory with practice, develop skills, assist in the formation of professional identity, promote reflective practice, offers support, ensure ethical accountability, and provide evaluation and feedback.
- 3. Familiarize themselves with the Social Work Program and student supervision by attending training.
- 4. Assist in the development of the learning contract with the student and, if needed, the Practicum Director or faculty.
- 5. Review the learning contract with the student regularly and encourage revisions as necessary.
- 6. Assist with the integration of courses into practicum.
- 7. Willingness to evaluate the student's progress and performance in a timely fashion utilizing the provided program criteria.
- 8. Provide the Practicum Director or faculty with pertinent information regarding criteria for supervision.
- 9. Notify the Practicum Director or faculty if a student fails to appear for practicum without prior notice, is consistently late, is acting outside of professional standards, or in other ways breaks the learning contract and/or agency regulations.

Student Engagement in BSW Practicum

Student engagement is a cornerstone of the Bachelor of Social Work (BSW) practicum experience. It is through active participation and immersion in real-world social work settings that students can bridge the gap between theoretical knowledge and practical application. Student engagement in the BSW practicum enhances learning and fosters professional growth and development.

- Enhance Learning Outcomes: Engagement in the BSW practicum allows students to apply classroom knowledge to real-life situations, deepening their understanding of social work principles and practices. Active participation in client interactions, community projects, and organizational activities, students gain hands-on experience that enriches their academic learning.
- 2. **Develop Professional Skills**: Through engagement, students develop essential professional skills such as communication, critical thinking, and problem-solving. These skills are honed through direct practice, supervision, and feedback, preparing students to become competent and confident social work professionals.
- 3. Build Professional Identity: Active engagement helps students to build their professional identity. By working closely with Agency practicum supervisors and participation in professional networks, students begin to see themselves as part of the social work community. This sense of belonging and identity is crucial for future careers.
- 4. **Foster Reflective Practice**: Engagement encourages students to reflect on their experiences, challenges, and successes. Reflective practice is a key component of professional development that allows students to continuously learn and improve their practice. Through reflection, students understand their strengths and areas for growth.
- 5. **Contribute to Social Change**: By engagement in practicum, students contribute to the mission of social work: promoting social justice and improving the well-being of individuals, families, groups, communities, and organizations. Active participation in advocacy, policy development, and direct service helps to create positive social change.

Student engagement begins with a thorough orientation to familiarize students with the agency's policies, procedures, and expectations. Secondly, setting clear, achievable learning objectives that align with both the student's educational goals and the agency's needs. Thirdly, provide regular, structured supervision sessions where students can discuss their experiences, reflect on their practice, and receive feedback. Fourthly, engaging students in a variety of hands-on activities such as client interviews, group facilitation, community organizing, and advocacy. Finally, incorporate discussions on ethical dilemmas, NASW code of ethics, strategies for working with diverse populations, and regular progress evaluation and constructive feedback. The overall goal is to create a supportive and engaging practicum experience that fosters student growth and prepares students for professional social work practice.

Student Orientation to Practicum Learning

The Bachelor of Social Work (BSW) Program includes a one (1) credit course, SOWK 388: Preparation for Field Practicum in the Spring semester prior to starting practicum. The course is designed to orient students to their upcoming practicum experience. This Pass/No Pass course introduces students to the practicum process, learning contract, and practicum manual. Additionally, the course provides opportunities to explore placement options and includes presentations from guest speakers representing a range of practice settings. Students receive support in understanding expectations, reviewing practicum policies, and completing a first draft of their learning contract. With assistance and collaboration from the Practicum Director, students finalize placements.

Student Responsibilities in Practicum

Students are responsible for the following:

- 1. Work with the practicum supervisor to identify practicum learning goals.
- 2. Provide a resume and other requested materials (e.g., vaccines, criminal background check) to the agency.
- 3. Adhere to agency rules and regulations (e.g., dress codes, administrative procedures).
- 4. Respect agency property and conduct themselves in a professional manner.
- 5. Abide by university rules, Social Work Program policies and practices, agency procedures, and adhere to the NASW Code of Ethics.
- 6. Report to the Social Work Program any incidents that may give rise to a malpractice or liability claim against the student, university, or agency.
- 7. Report to practicum placement site on arranged days and hours of placement.
- 8. Notify the practicum supervisor and Practicum Director or faculty member of absences, illness, emergencies or of any change in schedule that may affect practicum.
- 9. Respect agency and client confidentiality.
- 10. Notify the Practicum Director or faculty member of any concerns or discrepancies at the practicum that cannot be mutually resolved between the student and the agency practicum supervisor.
- 11. Accumulate self-knowledge to assess feedback and individual suitability for the social work profession and particular areas within the profession by assessing strengths and limitations, accepting constructive feedback, and attempt to change or minimize limitations.
- 12. Complete the evaluation process, including meeting with the practicum supervisor onsite on a weekly basis.

Adult Learning and Cultural Humility

The program'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 integrate and master social work knowledge, values, skills, cognitive and affective processes. Effective practicum supervision is regular, timely, and essential.

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 may share the practicum syllabi with the practicum supervisor. The Practicum Director provides training to the Agency practicum supervisors to support and reinforce the integration of theory and practice (i.e., practice and research informed) as reflected in the competencies.

BSW Practicum Education Requirements

Generalist Practice Practicum

The BSW 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 BSW Generalist Practice curriculum emphasizes an ongoing critical analysis of person-in-environment that:

- 1. Promote human and social well-being.
- Apply ethical principles and critical thinking.
- 3. Practice at the micro, mezzo, and macro levels.
- 4. Advocate for human rights and social, racial, economic, and environmental justice.
- 5. Build on the strengths and resilience of all human beings.
- 6. Engage in research-informed practice.
- 7. Proactive in responding to the impact of context on professional practice.

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.

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 courses (SOWK 545 and SOWK 546), taken sequentially in the Fall and Spring semesters, are grounded in the above 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.

BSW Practicum Schedule

The Practicum Director, agency practicum supervisor, and student will develop a practicum plan (i.e., tasks and activities) based on the student's interests and the nine 2022 EPAS Social Work competencies. The BSW 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 will achieve a level of competency in each of the nine core areas.

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 or assigned faulty must approve hours worked outside of the regular semester or on holidays.

BSW Practicum Setting and Supervisor Selection

The Practicum Director is responsible for the identification of practicum education settings. This process includes key criteria, written policies, and procedures to help ensure that social work students receive high-quality, meaningful, and relevant practical training that prepares them for their future careers. The processes include the development of appropriate placements, orientation for agency practicum supervisors on criteria, written policies, and procedures.

Practicum Setting Selection Criteria

The selection criteria include the following:

- a. **Council on Social Work Education (CSWE) accreditation standards**: Practicum Director will ensure that all students meet the requirements for practicum education. Practicum education is designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.
- b. **Agency Qualifications**: Agencies need to have a reputation for professional competence and to be able to provide a supportive learning environment.
- c. **Learning Opportunities**: The practicum setting will need to offer diverse and comprehensive learning opportunities that align with the student's educational goals

- and career interests. This will need to include exposure to different client populations, practice settings, and social work roles.
- d. **Supervision and Support**: Agencies must have qualified agency practicum supervisors who can provide regular and constructive feedback.
- e. Qualifications for supervisor approval:
 - MSW and two (2) years post degree practice experience in social work.
 - BSW and two (2) years post degree practice experience in social work.*The degree must be earned from a Council on Social Work Education (CSWE) accredited social work program.
- f. **Safety and Accessibility**: The practicum setting must ensure the safety and well-being of students. This includes having clear policies and procedures for handling emergencies and providing a safe working environment.
- g. **Evaluation and Feedback**: The program will have a structured process for evaluating the effectiveness of the practicum setting and the student's performance. This helps to ensure that practicum experience meets educational objectives and provides valuable feedback for continuous improvement.

Process for Approving Practicum Education Settings

The approval process for practicum education settings includes several key steps to ensure that the placements meet educational standards and provide a valuable learning experience for students, including ADEI principles. Here is an overview of the steps:

- 1. **Initial Assessment**: Agencies complete a Practicum Agreement form detailing their services, staff qualifications, and types of learning opportunities they can provide. The Practicum Director reviews the form to ensure it meets the necessary criteria.
- 2. **Site Visit Evaluation:** The Practicum Director or designated faculty member assesses the suitability. This includes evaluation of the physical environment, safety measures, and types of client services offered. The evaluation also includes the agency's ability to provide diverse learning experiences, the qualifications of agency practicum supervisors, and the agency's commitment to student learning.
- 3. Approval of Agency Practicum Supervisors: Agency practicum supervisors must have a master's degree in social work and at least two years of post-master's degree practice experience in social work or a bachelor's degree with two (2) years of post-bachelor's practice in social work. Degrees need to have been obtained from a CSWE-accredited program.
- 4. **Agreement and Documentation:** Once an agency is approved, a Practicum Agreement is signed between the university and the agency and uploaded to the BSW program database. This agreement outlines the roles and responsibilities of both parties (Appendix C). The Practicum Director ensures that the Practicum Agreement is signed by all appropriate parties.
- 5. **Ongoing Monitoring and Evaluation:** After approval, the program maintains ongoing communication with practicum settings through collaborative partnering, meetings, and regular check-ins.

These steps help ensure that practicum settings provide a safe, supportive, and educational environment for students.

Practicum Setting Engagement Process

The engagement process with practicum settings involves a structured process to ensure that both students and the agency benefit from the experience. The practicum process begins with initial contact, where agencies interested in hosting students meet with the Practicum Director and other designated practicum faculty to discuss staff qualifications and the types of learning opportunities they can provide. At the same time, students submit information about their practicum learning goals, career objectives, and preferences for practicum settings. The Practicum Director or designated practicum faculty then reviews both agency and student submissions to identify suitable matches based on alignment between student goals and agency offerings. The Practicum Director or designated practicum faculty initiates contact with both parties. If the site is approved, the practicum agreement is signed to formalize the partnership.

When sites are approved students are then expected to schedule an interview appointment. Following placement, students received instructions from the agency as to orientation, agency requirements, and any other criteria necessary. To ensure ongoing support, an annual training for agency supervisors to promote communication, explain and clarify practicum requirements, and review the process for developing learning contracts is offered. The Practicum Director and designated practicum faculty remain available throughout the year to meet with supervisors and offer guidance as needed. Throughout practicum, students and agency practicum supervisors participate in mid and final point evaluations to monitor student progress and assess the effectiveness of the placement. At the conclusion of practicum, students complete an agency and supervisor evaluation to provide feedback on their experiences and suggest areas for improvement.

Agency practicum supervisors can reach out to the Practicum Director and or designated practicum faculty throughout the practicum year via email, phone, and/or videoconferencing to enhance their supervision skills or address any challenges in supervision.

Virtual Practicum

Virtual practicum placements offer unique opportunities for students to develop core competencies in remote environments, particularly in response to the evolving needs in the profession. The Bachelor of Social Work Program (BSW) supports virtual practicum placements meet CSWE requirements, program standards, and the educational needs of students and community partners.

The content below outlines some of the expectations for students placed in virtual or hybrid practicum settings to ensure ethical, professional, and effective practice:

Eligibility for Virtual Practicum:

Students may engage in a virtual practicum placement when:

- The agency provides structured supervision and practicum instruction in accordance with CSWE standards.
- The tasks and learning opportunities align with the nine (9) social work competencies.
- The virtual format is approved by the Practicum Director and detailed in the Learning Contract.

Student Expectations for Virtual Practicum:

Students in virtual placements are expected to:

- Maintain regular weekly schedule and be accessible during agreed upon practicum hours.
- Attend weekly supervision meetings via video conferencing or as arranged by the agency supervisor.
- Use professional conduct and communication in all virtual interactions, including email, chat, and video calls.
- Create and use confidential private spaces for client interactions, meetings, and documentation when required.
- Secure client information in compliance with agency, FERPA, and HIPAA standards, using encrypted platforms where applicable.
- Dress professionally for video-based meetings and maintain professional boundaries with clients and colleagues online.

Technology Requirements for Virtual Practicums:

Students must have access to:

- Reliable internet access.
- A working computer with video/audio capacity.
- Basic proficiency in video conferencing, document sharing, and virtual collaboration tools (e.g., Zoom, Microsoft Teams, Google Workspace).

Students are responsible for troubleshooting basic technical issues and for communicating with their agency supervisor and Practicum Director or designated faculty if problems arise.

Agency Supervisor Responsibilities for Virtual Practicums:

Agencies and Agency practicum supervisors are responsible for providing weekly structured supervision, appropriate virtual tasks, and secure technology that ensures ethical and confidential practice.

- Designated faculty conduct regular virtual site visits and maintain open communication with both the student and Agency practicum supervisors to monitor progress and new task development.
- The Practicum Director may re-evaluate or modify placements if the virtual format does not support student learning.
- All students must uphold policies related to confidentiality, professional boundaries, and social media use, including not sharing practicum related content on personal accounts or recording sessions without consent.

Practicum Supervisor Selection Procedure

Agency 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 their competencies or tasks, solve problems, and provide feedback and information on the students' experiences. Agency practicum supervisors may become both role models and mentors to students.

Because of the importance of agency supervision in shaping the social work practice of beginning professionals, the program requires that agency practicum supervisors have a master's degree in social work and at least two (2) years of post-master's practice experience in social work or a bachelor's degree with two (2) years of post-bachelor's practice in social work. Degrees need to have been obtained from a CSWE-accredited program. The assigned practicum supervisor takes exceptional care to ensure that the student can maintain a social work focus. The BSW program ensures the practicum supervisor has these credentials through one of the following methods:

- Signature acknowledgement.
- Concise resume and cover letter.
- Business card with credentials.

Alternative Supervision

Alternative practicum supervision is arranged when a regular practicum supervisor is unavailable or unable to provide adequate supervision. This may occur at any point during the practicum when a change in supervision is necessary. Alternative supervisors are often adjunct faculty, licensed professionals with supervisory experience, or individuals with significant expertise in the practicum settings area of focus such as Mental Health Counseling and Advocacy, Child and Family Therapists, or Youth and Family Advocacy. These supervisors provide regular supervision to meet program and accreditation requirements, collaborate with the Practicum Director or Practicum Faculty to ensure alignment with learning objectives, document supervision sessions, and contribute to performance evaluations.

The process for alternative practicum supervision includes:

- 1. The Practicum Director or Practicum Faculty assess the need for alternative supervision when regular supervision becomes unavailable. This includes evaluating the impact on the student's learning experience to ensure timely intervention.
- 2. Agency task managers may provide focused, time-limited supervision, guidance and support by:
 - a. Overseeing direct day-to-day activities to ensure effectiveness of efficiency.
 - b. Providing immediate feedback on performance and instruction on specific tasks.
 - c. Assisting with learning contracts tasks, offering resources and support as needed.
 - d. Tracking student progress, ensuring goals are met and addressing issues promptly.
- 3. Alternative practicum supervision may be conducted through individual sessions, group sessions, or a combination of both, based on student needs and the nature of the supervision.
- 4. Supervision sessions may take place in person, online, in groups setting or in a hybrid format.
- 5. Weekly supervision is required to ensure continuous support and oversight of the student's practicum experience.
- 6. Session length varies based on student needs and discussion depth, with the common duration one hour, no less.

Process for Orienting Agency Practicum Supervisors

The process for practicum supervisor orientation includes an annual session which is held both in-person (e.g., Heritage University or an agency) and online. The orientation will occur as close to the beginning of the semester as possible. The annual orientation is also a refresher for returning agency practicum supervisors. The orientation is both synchronous and asynchronous using recorded videos which are emailed directly to agency practicum supervisors. The online zoom orientations are recorded and shared with agency practicum supervisors. The Practicum Director conducts and facilitates the 90-minute sessions. All new and returning agency practicum supervisors are required to participate in the annual practicum supervisor orientations. The alternative formats include recording both the in-person and online zoom sessions; sharing those recordings, and a rescheduled session with agency practicum supervisors that are unable to attend either offering.

Process for Engaging with Agency Practicum Supervisors

The process for practicum supervisor engagement includes email, phone, and videoconferencing for initial engagement. Secondly, the practicum supervisor will receive electronic copies of the Practicum Agreement, Learning Contract, and Practicum Manual. Thirdly, the Practicum Director provides training on core competencies, practicum requirements (i.e., hours, learning contracts, monthly log, journal), relevant calendar events (e.g., curriculum overview, mid-point and final weeks), and a semi-annual newsletter. Finally,

the practicum faculty will conduct three site visits with agency practicum supervisors to review learning contracts, competencies, behaviors, and tasks.

Practicum Evaluation Process

The process for practicum evaluation determines both the agency and practicum supervisor effectiveness. The practicum faculty conducts three site visits to evaluate competency-based learning, adequate space for students, access to computers, and dissemination of policies and safety procedures. In addition, the students provide feedback during the practicum seminar using both discussions and the weekly journal outlining competencies, supervision, safety, and other relevant issues. Finally at the end of the practicum, students complete the practicum student evaluation form, which provides feedback on the effectiveness of both the agency and practicum supervisor (Appendix F: Practicum Student Evaluation).

Process for Evaluating Practicum Supervisor Effectiveness

The process for evaluation of the practicum supervisor effectiveness includes the following steps:

- 1. Before the practicum begins, agency practicum supervisors are vetted to ensure they meet the necessary criteria to supervise students.
- 2. The practicum faculty conducts three site visits to collect feedback on practicum supervisor effectiveness in competency-based learning, adequate space for students: student computer access, and dissemination of policies and safety procedures.
- 3. Students provide feedback during the practicum seminar using weekly journals and discussion for competencies, supervision, safety, and other relevant issues.
- 4. At the end of the practicum, students complete a Practicum Student Evaluation Form, which provides feedback on both the agency and practicum supervisor.
- 5. The Practicum Director reviews credentials, site visit feedback, weekly journals, and Practicum Student Evaluation forms and will decide to renew the practicum supervisor's ability to provide competency-based learning on an annual basis.
- 6. Furthermore, the agency practicum supervisor training is designed to provide an emphasis on effectiveness using the core competencies, brainstorming effective methods for assessing student learning, and strategies to create a safe and supportive learning environment.

Process for Evaluating Practicum Education Setting Effectiveness

The process for the evaluation of practicum education setting effectiveness involves several key strategies:

1. Practicum settings must adhere to the standards set by CSWE. These standards ensure that practicum experiences are aligned with the competencies required by social work practice.

- 2. The BSW program works with practicum sites to ensure they meet educational and safety standards. This includes regular site visits, evaluations, and feedback mechanisms to monitor the quality of the student's learning experience.
- 3. The students, agency practicum supervisors, Practicum Director, and designated faculty members develop learning contracts that outline the specific competencies, goals, and activities to be achieved during the practicum experience. The learning contracts help ensure that the practicum experience is structured and focused on competency-based learning.
- 4. Qualified agency practicum supervisors provide regular supervision, guidance, support, and feedback, helping students to navigate challenges and reflect on practice. This supervision ensures that students are developing their skills in a safe and supportive environment.
- 5. Students are encouraged to engage in reflective practice to help them integrate theoretical knowledge with practical experience.
- Continuous feedback and formal evaluations from agency practicum supervisors and academic advisors help ensure that students are meeting their learning objectives and developing the necessary competencies.

By implementing these strategies, the program can create practicum settings that are not only safe and supportive but also rich in learning opportunities, ensuring students are well-prepared for their professional roles.

BSW Practicum Placement Process

The Practicum Director is responsible for storing and managing the completion of the practicum agreement prior to student placement.

The process for student practicum placement:

- 1. The Practicum Director or designated faculty meets with the student to gather information on student goals, interests, and preferred types of placements.
- 2. The Practicum Director or designated faculty uses the information gathered from students to search for potential agency sites in the program database. If an agency site is not approved, the Practicum Director reaches out to the agency to inquire about a possible partnership.
- 3. The Practicum Director or designated faculty contacts the agency to inform them of student interest and describe agency responsibilities. If the agency expresses interest and is amenable, the Practicum Director or designated faculty introduces the student to the agency to begin communication.
- 4. The student proceeds to schedule an interview to ensure the best fit for both the student and the agency.
- 5. The student attends the interview and provides the agency with a cover letter, resume, and any other pertinent materials requested by the agency.

- 6. If the practicum placement is confirmed, the Practicum Director proceeds to obtain a signed practicum agreement by all appropriate parties.
- 7. Before the beginning of the semester, students will contact the agency to arrange a mutually agreed practicum schedule.
- 8. The student will report to the practicum site on the first day of placement.

Students may assist in identifying potential practicum placements that align with their academic interests and career aspirations through the following structured process:

- 1. The student contacts potential practicum sites to gather preliminary information regarding the agency, services offered, supervision capacity, and the alignment of the agency's offerings with the student's learning objectives.
- 2. If the agency expresses interest in considering the student for placement, the student then meets with the Practicum Director or designated faculty member for a review of the placement and determines if it is appropriate to begin a placement plan.
- 3. The Practicum Director or designated faculty member contacts the agency to discuss the proposed partnership and conducts a comprehensive site assessment. This assessment ensures the agency meets program standards, including appropriate supervision, staff qualifications, available learning opportunities, and compliance with both program and CSWE standards. If necessary, a site visit will be conducted to assess the agency's suitability, including the physical environment, safety measures, and its capacity to offer diverse learning experiences and support student development.
- 4. Once the agency meets all criteria and requirements, the Practicum Director proceeds to secure a signed practicum agreement from all relevant parties. This agreement ensures that all expectations, responsibilities, and obligations are clearly defined and mutually agreed upon by the student, agency, and program.
- 5. Students will then proceed to schedule and attend an interview. Students will provide the agency with a cover letter, resume, and any other pertinent materials requested by the agency.
- 6. Before the beginning of the semester, the student will contact the agency to arrange a mutually agreed upon practicum schedule.
- 7. The student will report to the practicum site on the first day of placement.

Practicum Site Visit

The purpose of the site visit is to clarify, expand, modify, and confirm activities and ways of meeting competency requirements. The students schedule the site visits (45-60 minutes) with the Practicum Director or assigned faculty, and practicum supervisor, which usually is in-person at the agency. Students prepare three copies of the learning contract and share three days prior to the site visit with participants.

The learning contract is a working document that is the basis for the first site visit. The purpose of the learning contract is to prepare practicum learning objectives that are feasible within the

agency and are attainable within the designated hours for practicum. Learning activities may need to be revised based on discussions during the site visit. The Practicum Director, faculty, practicum supervisor, and student are all expected to provide input at the site visit and ask any specific questions about responsibilities, steps, and curriculum.

Once the learning contract is approved and the student has completed 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 or assigned faculty will initiate a meeting with practicum supervisor and student to amend the contract. The final learning contract form that is signed by the student, practicum supervisor, and Practicum Director (assigned faculty), is retained and final copies are provided by the Practicum Director or designated faculty member.

BSW Practicum Learning Contract

The learning contract serves as a framework from which to select participatory activities that will benefit the student's learning experience. The learning contract identifies tasks, experiences, or activities that will meet the nine social work competencies and is the primary tool for evaluating the student's progress towards meeting competencies. The practicum supervisor uses 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. Together with the practicum faculty, practicum supervisor, and the students identify activities to demonstrate each competency in the learning contract. Using clearly written learning tasks and activities, the learning contract adds structure to the student's practicum experience and helps to customize the practicum experience for students. A well-stated practicum activity is content specific and focused 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 the competencies and behaviors.
- 2. Reflect on the student's personal goals for practicum.
- 3. Make a list of the skills and knowledge that the student is interested in developing during the coming semester.
- 4. Review the agency job description to determine tasks to be completed.
- 5. Make a list of potential activities available at the placement agency.

The following guidelines allow the tasks and activities to fit the individual learning needs:

1. Be specific, avoid global or general statements.

- 2. The objective is stated with an action present-tense verb.
- 3. Include at least one outcome to be measured and achieved.
- 4. Include at least one concept or skill in each statement.
- 5. Include a timeframe in which the objective will be achieved.
- 6. Write in simple terms; it is not necessary to include jargon or buzz words.
- 7. Ensure the objective can be understood by anyone reading the learning contract.
- 8. Use examples if it will help the reader understand the intent.
- 9. Learn to condense material (putting the emphasis on quality not quantity).

Objectives often reflect an experience which can be broken down into several smaller activities. For example, the objective, "developing social work skills in working with adolescent groups" can be broken down into the following activities:

- 1. Observe practicum supervisor in leading adolescent treatment group for three sessions.
- 2. Co-lead with practicum supervisor three adolescent group sessions.
- 3. Lead three adolescent group sessions.

Learning Contract Practicum Activities

Practicum activities refer to educational experiences 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 a practicum activity:

- 1. What is the purpose of the activity? Is there an opportunity to practice the kind of behavior implied by the objective?
- 2. Does the activity build upon or encourage examination of knowledge or skills brought from previous experience?
- 3. Is there a balance between observational and participatory activities? Does the activity provide ample opportunity to be put into practice?
- 4. How feasible is the activity? Once an activity is started, there should be sufficient agency resources to ensure its completion.
- 5. Does the activity give 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 practicum activities that are tied to learning objectives requires thoughtful planning. If this process is followed, the job of evaluating the student's performance will be concise.

Practicum Placement Changes

Not every practicum placement works out. Often this is the result of the changes in personnel at agencies, life circumstances, or a poor "fit" between the student and the agency. The

Practicum Director or assigned faculty will make every effort to work with the student and placement agency to transition to a new placement.

Any student enrolled in the program may seek a change in their practicum when problems unrelated to the student's performance make the continuation in the practicum placement. It is the responsibility of the Practicum Director or designated practicum faculty to determine whether the problem is performance or non-performance related. A few examples of non-performance problems are below although. Other challenges may exist.

- 1. Inadequate agency resources to support practicum.
 - For example, student office space, 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 a larger 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.

The following steps aid in reaching resolutions of concerns from the agency supervisor or the student:

- 1. Concerns of the agency practicum supervisor about the student or placement:
 - a. The agency practicum supervisor will address any concerns directly with the student and attempt to resolve them.
 - b. If the issue cannot be resolved directly with the student, the agency practicum supervisor should contact the Practicum Director or designated practicum faculty to consult. Both Practicum Director or designated practicum faculty are available to come to the site to meet in person with the student and agency practicum supervisor.
 - c. An action plan for resolving the issue should be developed and agreed upon by all parties, including Practicum Director or assigned faculty.

- d. Should the plan for resolving the issue be unsuccessful, the student, Practicum Director or designated practicum faculty, and agency practicum supervisor will meet to arrange termination of placement with the agency.
- e. All reassignments/removals from placement site will be reported to the BSW program director and Department Chair.
- 2. Concerns of the student about the agency practicum supervisor or placement.
 - a. The student should address any concerns directly with the agency practicum supervisor and attempt to resolve them utilizing appropriate channels. Since the power differential between student and the agency practicum supervisor may be intimidating, especially early in the practicum relationship, the student may wish to consult with their Practicum Director or designated practicum faculty to rehearse how to approach the agency practicum supervisor for such a discussion.
 - b. If the issue cannot be resolved directly between the student and agency practicum supervisor, the student should contact the practicum faculty to consult. Both Practicum Director and practicum faculty are available to come to the site to meet in person with the student and agency practicum supervisor.
 - c. An action plan for resolving the issue can be developed and agreed upon by all parties, including the practicum faculty.
 - d. Should the plan for resolving the issue be unsuccessful, the student, Practicum Director or practicum faculty, and agency practicum supervisor will meet to arrange termination of placement with the agency.
 - e. All reassignments/removals from placement site will be reported to the BSW program director and Department Chair.

Student Safety and Well-being Policy

Ensuring the safety of students in practicum placements is essential in the program. The Practicum Director and designated practicum faculty will provide a comprehensive overview of the key safety and well-being policy, such as orientation, risk assessment, emergency procedures, supervision and support, incident reporting, self-care and stress management. These protocols help create a safer environment for students, allowing them to focus on their learning and professional development.

Safety Protocols

During the SOWK 388: Field Practicum course, the practicum faculty will provide a comprehensive orientation on safety protocols, including understanding risks associated with different client populations and the regional environment.

The student safety protocols in practicum include the following key steps:

- 1. The university's Social Work Program is responsible for providing all students and agency practicum supervisors with general written information about safety protocols in the practicum setting. Protocols for the students to follow in the event of a safety or security problem will be reviewed at the beginning of the placement, with ample opportunity for questions and discussion as needed. Students should report to the Social Work Program any incidents that may give rise to a malpractice or liability claim against the student, university, or agency.
- 2. Each practicum agency is responsible for orienting students to agency safety policies and procedures, including mandated reporting, secure entry points, and alarm systems. Such orientation will include, but not limited to, discussion of safety issues in the community, within the agency building(s), with clients in general and clients prone to violent behavior (including family members or others living in shared residences), and risk reduction guidelines. 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 the Practicum Agreement. Heritage University provides professional liability insurance coverage within the scope of performing services on behalf or under the direction of the BSW Program. Students are strongly advised to consider purchasing their own professional liability insurance even if the practicum agency provides coverage. Students are expected to abide by university rules, social work program policies and practices, agency procedures, and the NASW Code of Ethics and guidelines for workplace safety, discrimination, and harassment.
- 3. During orientation and prior to placement, the Practicum Director or practicum faculty provides general safety guidelines, awareness of potential risks (e.g., burnout, compassion fatigue, transference), self-care strategies, and procedures for managing emergencies. Students are instructed to check with the agency and Agency Practicum Supervisor for specific placement setting safety protocols and to communicate openly about situations where they feel unsafe and immediately report any safety incidents.
- 4. Before starting placement, students and Agency Practicum Supervisors assess potential risk associated with the practicum setting and client population. A contingency and continuity plan are developed to prepare for times of disruption to the learning environment, such as managing human crisis, public health emergencies, and natural or manmade disasters.
- 5. Regular check-ins and assessments are conducted to address any new or ongoing safety concerns. Practicum students may be asked to conduct transportation of clients, home visits, attend client conferences, court hearings, and other organized meetings. Students who complete such tasks are encouraged to utilize the agency's risk assessment instrument and supervision to ensure safety and consistency in practice. Students are encouraged to inquire whether the agency provides an agency car and insurance. If the agency does not, a student must contact their insurance to confirm if their auto policy covers driving for educational or internship purposes. If not, they cannot use their own personal vehicle for practicum.

- 6. Students are required to report any incidents of violence, threats, or safety concerns immediately to Agency Practicum Supervisor and practicum director. An incident report must be completed, detailing the nature of the incident, those involved, and any action taken. This report is reviewed by the practicum director and other relevant personnel to ensure compliance with local, state, tribal, and federal policies. Students who report any safety concerns will be provided with support until safety concerns have abated. If the concern cannot be resolved, the student will be offered an alternative placement.
- Students will have access to support systems, including supervision and referrals for counseling, to address any safety concerns and ensure their well-being during the practicum.

The practicum director and Agency Practicum Supervisor will ensure students have weekly supervision and access to support to discuss safety concerns and strategies. Students are encouraged to communicate openly about situations where they feel unsafe and immediately report any safety incidents to the Agency Practicum Supervisor.

The practicum director and designated assigned faculty will create a system for reporting and documenting any incidents to continuously improve safety measures and protocols. Students who report any safety concerns about practicum placements will be provided with support until safety concerns have abated. If the concern cannot be resolved, the student will be offered an alternative placement by the practicum director.

By following these protocols, the program aims to create a safe and supportive environment to ensure that any incidents are handled promptly and effectively.

Well-being

The program emphasizes the importance of self-care and well-being. In potentially high-stress or unsafe situations the practicum director and designated practicum faculty will encourage students to set professional boundaries for themselves. Students are encouraged and instructed to prioritize self-care and well-being and remove themselves from situations where they may feel uncomfortable. Students are highly recommended to contact the practicum director, agency practicum supervisor, or designated practicum faculty for guidance and support.

Policies and Procedures

The policies and procedures provide essential guidance on how students, faculty, staff, and supervisors work, interact with others, and manage the program. The policies contained in the Practicum Manual are in keeping with the leadership and values that model ADEI principles within Heritage University.

Non-Discrimination Policy

This policy is cross-listed in the Student Handbook. The Social Work program at Heritage University is committed to non-discrimination and equal employment opportunities. It is the BSW 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

Reporting Procedures: Any individual who feels that have been the victim of harassment is encouraged to promptly report his or her concerns to the Department Chair, Vice-President for Student Affairs, or the Human Resources Director without fear of retaliation. Any employee who knows of or receives reports of offending behavior must promptly notify the Human Resources Director. An investigation of a complaint will be conducted promptly, assuring maximum confidentiality consistent with the principles of due process and fundamental fairness.

Professional Liability Insurance Policy

Heritage University maintains professional liability insurance and is. identified as insured. The university provides insurance coverage within the scope of performing services on behalf or under the direction of the BSW program.

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

Students should report to the Social Work program any incidents that may give rise to a malpractice of liability claim against the student, university, or agency. Agency Practicum Supervisorss are asked to ensure that students receive orientation to agency safety procedures at the start of their placements.

Students are encouraged to consider purchasing their own liability insurance even if the practicum agency provides some coverage. Professional liability insurance is available through NASW Insurance Trust for low student rates. Those who wish to secure their own professional liability insurance policy should contact the Social Work Department for applications.

Student File Permission Policy

This policy is cross-listed in the Student Handbook. 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. A student requesting to see their own file must submit in writing any such request to the BSW 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 written request along with a brief rationale. The student should not request to see materials for which they have 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 necessary to process any request prior to actual release of the file 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 BSW director or practicum director or BSW faculty.
 - 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.

Practicum Exemption Policy

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."

Place of Employment in Practicum Policy

When a student expresses interest in completing their practicum at their Place of Employment (POE), the practicum director or designated practicum faculty will provide the student with the necessary forms, including the "Proposal for Practicum at Place of Employment," "Schedule of Anticipated Practicum Placement Days," and any other relevant materials. The proposal for practicum must be designed in such a way that the implementation will facilitate the student's development as a professional social worker.

The practicum director will evaluate the suitability of the workplace for practicum once the student submits the required documents. The practicum director reserves the right to determine whether a workplace qualifies as a practicum site, and final decisions cannot be appealed. If the workplace is approved as a practicum site, the practicum director will proceed to establish a practicum agreement which clarifies the details about agency and student responsibilities. Students are not permitted to apply for a place of employment practicum after being assigned a practicum or once they have begun a practicum during the same semester of the academic year.

It is the student's responsibility to discuss the proposal for practicum with the employment agency administrator responsible for these types of decisions. Students are required to follow agency policy and procedures for practicum placement or volunteering. All guidelines for other unpaid practicums shall apply to students who wish to complete their practicum at their place of employment. The following are guidelines for place of employment practicum placements and ensure that students are engaged in a learning process and have appropriate supervision.

- 1. The agency providing employment must meet the BSW program criteria for agency participation to be a practicum site.
- 2. If a practicum agreement is not on file, one must be completed and approved prior to the student's start date.
- 3. Agencies wishing to offer a practicum placement to an employee will agree to give priority to the student's learning objectives and needs apart from agency maintenance needs for the duration of the practicum.
- 4. The agency shall provide practicum supervision from a qualified professional with a master's or bachelor's degree in social work:
 - a. MSW and two (2) years post degree practice experience in social work.
 - b. BSW and two (2) years post degree practice experience in social work.
 - c. The degree must be earned from a Council on Social Work Education (CSWE) accredited social work program.
- 5. The student will be assigned an Agency Practicum Supervisor who is different than the regular employment supervisor.
- The Agency Practicum Supervisor should be someone who does not present a conflict of interest or the appearance of a conflict of interest such as being a friend, colleague, or relative of the student.
- 7. Students must disclose any prior or current relationship with the proposed Agency Practicum Supervisor to discuss potential conflicts.
- 8. The Agency Practicum Supervisor will spend at least one hour per week with the student to assess and enhance the student's attainment of learning objectives.
- 9. The student must be in good standing and out of any probationary period with the employer.
- 10. The employed student shall develop learning objectives based upon first and foremost their needs to expand knowledge, acquire or practice new skills, and apply classroom knowledge not previously demonstrated in the practicum. The student's learning

- objectives can be related to the agency's goals but will not be tailored to the agency's maintenance needs.
- 11. The employed student will be free to take risks and make mistakes as a learner to the same extent as a non-employed student.
- 12. The employed student shall be given the opportunity to be in 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.
- 13. The agency, student, and practicum director or assigned faculty must meet to plan, negotiate and agree on how the student's learning is to be documented and kept distinguished from the student's personnel file.
- 14. The proposed task must be new learning and differ significantly from present or previous employment experiences in the agency.
- 15. A differentiation between practicum work time and employment time: time spent in the practicum experience must be completed in documented blocks of time that are different from the job time. If possible, the student should be provided with a separate space to complete their practicum hours versus the space used for their current work.
- 16. Any roles and tasks or responsibilities the student has not taken on within the past 12 months is considered new learning. Students are not allowed to use positions or work if they have more than 12 months of experience.
- 17. The practicum director or assigned faculty shall closely monitor the practicum to ensure it represents a valid educational experience.
- 18. Student employment tasks may qualify as practicum hours when they are directly linked to the nine social work competencies and the specific level of practice.
- 19. If a workplace practicum is approved, the student is to remain employed in the respective position with their approved employment agency for the duration of the practicum placement.
- 20. The program is not responsible for arranging practicums for students who voluntarily leave their employment during the academic year for which place of employment was approved.
- 21. In the event of involuntary termination of employment, the practicum director or designated faculty will work collaboratively with the student to make appropriate arrangements for another placement.

This process ensures students are engaged in a learning process and receive appropriate supervision.

Paid Practicum Policy

Paid practicum placements in any form (e.g., salary, stipend) are permitted with approval from the practicum director. Most practicum positions are not paid positions. A paid placement must meet all the criteria for practicum and 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.

Place of Employment Practicum Termination Policy

If a work practicum is approved, it is expected that the student will remain employed in the respective position with their approved employment agency for the duration of the practicum placement. The BSW program is not responsible for arranging practicum placement for students who leave their employment voluntarily during the academic year for which their place of employment practicum was approved. In the event of an involuntary termination of employment, the Practicum Director or assigned faculty will work with the student to make appropriate arrangements for another practicum placement.

Use of Personal Automobile Policy

Social work students in practicum may be asked to use their personal vehicles for site-related tasks such as transporting clients, making home visits, attending client conferences, court hearings, or organizational meetings. Before agreeing to such requests, students should inquire whether the agency provides an agency car insurance for the use of personal vehicles for these activities. If the agency does not, students must contact their own insurance agency to confirm if their personal auto policy covers driving for educational or internship purposes. Under no circumstances should students use their personal vehicles for practicum-related tasks without having automobile liability insurance that includes coverage for business use and passengers. It is important to note that a student's own automobile insurance is the primary coverage in case of an accident or injury.

Heritage University does NOT provide health or accident insurance for students, their passengers, or for damage to their vehicle during practicum activities. Therefore, students should verify their insurance coverage before using their car for practicum-related purposes.

Evaluation Professional Performance in Practicum Policy

This policy is cross listed in the Student Handbook. The evaluation of professional performance in practicum is conducted by the practicum instructor and the practicum supervisor. Each evaluates the student's professional performance during practicum. Students are expected to demonstrate professional competency. The policy for the evaluation of professional performance in practicum is included in both the student handbook and cross listed in the practicum manual. The policy includes the following:

Professional performance is evaluated during a student's practicum experience. Students, practicum instructors, and Agency Practicum Supervisors collaboratively develop a learning contract that enumerates at least one task or activity in which the student can demonstrate competence in engaging in each practice behavior. In a team-oriented process, all parties review and sign the learning contract at least three times. The practicum instructor maintains possession of the original version of the learning contract, and copies are disseminated to the other members.

The first review focuses on finalizing the practicum tasks and activities used as the student's learning contract. There are two evaluative reviews of the learning contract, one at the end of

each semester of practicum placement. These are referred to as the mid-term and final evaluations. During these reviews, students are encouraged to share how they implemented the learning contract. Practicum instructors and supervisors share their observations and determine final scores for each practice behavior.

Evaluations are scored on a scale from 0 to 5:

- 0 Not Completed, No Opportunity to Complete
- 1 Unacceptable Progress (identify action to be taken at end of evaluation)
- 2 Not Sufficient Progress with some concerns (Identify concern and develop plan to address)
- 3 Emerging Competence, Performance is on track and moving Forward
- 4 Competence, Strong Performance
- 5 Advanced Competence, Excellent Performance

To pass the final evaluation, students must achieve a score of three or higher on all practice behaviors. During the mid-term review, scores below three are acceptable but require a clear plan for improvement or specific action steps. The mid-term review also allows the team to reassess or adapt identified tasks in the learning contract. However, students receiving a maximum score of two during the mid-term and final evaluation do not pass the evaluation.

Social Media

Social media is a powerful tool for communication, networking, and advocacy. The responsible use of social media is essential for students entering the social work profession. As representatives of Heritage University and the Bachelor of Social Work (BSW) Program, students are expected to maintain professional and ethical conduct both in person and online. Students must exercise caution to ensure that their use of social media aligns with the NASW code of ethics, university policies, practicum agency policies, and the expectations of the social work field. Some key guidelines are presented below:

- Students will not post any identifying information or confidential information about clients, classmates, instructors, practicum agencies, or practicum experiences. This includes indirect identifies and applies even in private or closed groups.
- Students should take means necessary to avoid personal commentary about practicum placements, agencies, faculty or peers on social media.
- Personal use of social media should not interfere with practicum responsibilities.
- Students will not share photos, videos, or audio recordings at practicum or in seminar without consent.
- When posting publicly as a BSW student, or about topics related to social work, students should reflect the values of the profession and avoid content that is discriminatory, misleading, or harmful.

Violations of the social media policy may result in disciplinary action, including but not limited to removal from practicum placement, formal university conduct review, or dismissal from the program, depending on severity of the incident. Students are encouraged to review the NASW Code of Ethics, the BSW Practicum Manual, and the Heritage University Student Handbook for further guidance.

Student Termination Policies

Professional Performance Misconduct Policy

This policy is cross listed in the Student Handbook. Professionalism is a cornerstone of social work practice and is expected in all educational settings, including the classroom, practicum, and extracurricular activities. Faculty and Agency Practicum Supervisors collaborate to address concerns of professional misconduct.

Problems of professional misconduct can result in dismissal and can include any of the following:

- 1. Plagiarism or other forms of cheating
- 2. Disruptive or inappropriate conduct in educational settings
- 3. Destruction or concealment of library or other resources needed by others
- 4. Professional misrepresentation, including (a) events surrounding an incident involving professional conduct, (b) fabrication of client data pertaining to course or practicum assignments, (c) misrepresentation of qualifications, education, experience, or affiliations
- 5. Engaging in social work practice while under the influence of drugs, alcohol, or other chemicals
- 6. Breaching professional confidentiality
- 7. Sexual harassment of clients, colleagues, or supervisors
- 8. Entering a consensual sexual relationship involving conflicts of interest or abuse of power
- 9. Exploiting professional relationships for personal gain
- 10. Discrimination based on sex, sexual orientation, gender, gender expression, age, religion, national origin, or disability
- 11. Involvement in criminal activity
- 12. Violations of the NASW Code of Ethics
- 13. Other infractions

Professional Alignment and Readiness Policy

This policy is cross listed in the Student Handbook. Social work is a value-driven profession, and students are expected to align with its core values and principles, as outlined in the NASW Code of Ethics. In addition to academic performance, students must demonstrate professionalism,

emotional stability, and the ability to engage appropriately with others in all educational settings.

The Social Work Department reserves the right to terminate a student's enrollment if their behaviors:

- 1. Pose a risk to the welfare of clients or colleagues, or
- 2. Reflect irresponsibility that undermines confidence in their ability to succeed in practicum or other educational settings.

This policy applies to students who, despite strong academic performance, exhibit behaviors such as difficulty in interpersonal relationships, emotional or psychological instability, or immaturity, which may hinder their professional readiness or ability to uphold social work's ethical and practice standards.

The program may refer students to the university counselor or professional counseling if appropriate. The program may also recommend the student consider alternatives to gain further experience, maturity, and perspective. The student might be advised that they cannot continue in the program with the efforts made to help them understand and accept this decision and transfer to another degree program if appropriate.

Steps to Addressing Professional Concerns Policy

This policy is cross listed in the Student Handbook. If a student is demonstrating behaviors that are a problem of professional misconduct or professional alignment and readiness, it is reviewed with the regular full-time faculty of the program. The opinion of the majority of the team determines the severity and which steps are taken to address the problem. This may occur during core team meetings or a separately scheduled meeting. Decisions and discussions are recorded in meeting minutes. Agency Practicum Supervisors with concerns should consult the designated practicum faculty or practicum director for guidance in addressing the problem. It is the responsibility of the faculty advisor, faculty, practicum director, or Agency Practicum Supervisor to document the student's behaviors, and assure that decisions are neither random nor capricious. The following are the steps that may be taken to address professional concerns:

- 1. **Informal Advisement**: The student will receive a verbal warning from the BSW 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.

Procedures for Counseling-out a Student

In accordance with Council on Social Work Education guidelines, all social work majors are expected to conduct themselves in a professional manner consistent with the NASW Code of Ethics. The Social Work Program reserves the right to refuse enrollment or continuation to any student who, in the judgment of a majority of the Social Work Program regular faculty, displays behaviors which would be detrimental to the welfare of the clients whom the student would serve or who exhibits such irresponsible behavior as to preclude confidence in his/her completion of Field Practicum. This right includes the more difficult problem of the student who performs well academically but does not relate appropriately to people or displays emotional or psychological instability or immaturity. Such a student may be referred to the university's social and mental health counselor, if appropriate. The Social Work Program may also recommend that the student consider other alternatives to gain further experience, maturity, and perspective. In a confidential conversation, 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 facilitating a transfer to another degree program if appropriate.

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

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

Due Process Policies

Due Process for Reasons of Professional Performance

This policy is cross listed in the Student Handbook. Students who want to appeal professional performance evaluation should present their case following this process.

- 1. A student should request a meeting with the practicum supervisor and the designated practicum faculty to discuss the concern.
- 2. If the student believes the matter has not been satisfactorily resolved, the student confers with the practicum director.
- 3. If the student believes the matter has not been satisfactorily resolved, the student confers with the BSW Director.
- 4. If the student believes the matter has not been satisfactorily resolved, the student confers with the Department Chair to seek assistance in resolving the concern.

- 5. If the student believes the matter has not been satisfactorily resolved, the student makes an appointment with the Vice-President/Provost of Academic Affairs to seek assistance in resolving the concern.
- 6. The student and the Vice-President/Provost of Academic Affairs may request a hearing committee to review the matter.
- 7. The Vice President/Provost of Academic Affairs communicates the decision to the concerned student.

If contact with the practicum supervisor and designated practicum faculty does not lead to a resolution, the matter is referred to through the appropriate channels. If the instructor involved happens to have multiple roles (e.g., practicum instructor, practicum director, BSW Director, or Department Chair) after going through the process with that person progressing to the next level of administration. At all levels, the administration official 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 faculty member's part to have grounds for appeal. The burden of proof of the charges is on the student. All appeals must be framed in this manner.

Due Process for Reasons of Student Termination Policy

This policy is cross listed in the Student Handbook. Students who want to appeal a decision to dismiss the student due to academic or professional performance reasons can make an appeal based on this policy. The decision to terminate the program for a student followed based on the following policies: academic performance misconduct, professional misconduct, professional alignment and readiness, and steps to address professional concerns. These policies outline that the decision is made based on the majority opinion of regular full-time faculty in the program. The same due process steps can be taken, but would initiate as follows:

- 1. The student makes an appointment with the Vice-President/Provost of Academic Affairs to seek assistance in resolving the concern.
- 2. The student and the Vice-President/Provost of Academic Affairs may request a hearing committee to review the matter.
- 3. The Vice President/Provost of Academic Affairs communicates the decision to the concerned student.

Sexual Harassment and Sexual/Romantic Relationship Policy

This policy is cross listed in the Student Handbook. 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. Repeat 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 becomes a term or condition of an individual's education or employment.

Heritage University's policy on Non-Academic Grievances can be found here: Academic Policies

Heritage 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 or Vice-President/Provost.

Appendices

Appendix A: Learning Contract Appendix B: Practicum Agreement

Appendix C: Practicum Statement of Understanding: Student Rights & Responsibilities

Appendix D: Practicum Manual Acknowledgement & Understanding

Appendix E: Consent to Exchange Information Appendix F: Practicum Student Evaluation

Placement Agency Name:

Agency Address:

Heritage University GENERALIST PRACTICE Learning Contract

Student Name:	Signature:	Date:		
Practicum Supervisor:	Signature:	Date:		☐ BSW ☐ MSW ☐ OTHER:
Practicum Director or Designated Faculty:	Signature:	Date:		
Competencies and Behaviors (2022 EPAS)	Tasks/Activities to Demonstrate Competency		Mid-Point Evaluation 0 - 5	Final Evaluation 0 - 5
1: Demonstrate Ethical and Professional Behavior				
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.				
·			1	

d. Use supervision and consultation to guide

professional judgment and behavior.

Agency Phone:

2 Advance Human Bights and Casial Basial Face	annia and Fusinana antal Isratias	
2. Advance Human Rights and Social, Racial, Econ	nomic, and Environmental Justice	
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.		
3. Engage Anti-Racism, Diversity, Equity, and Incl	usion (ADEI) in Practice	
a. Demonstrate anti-racist and anti-oppressive		
social work practice at the individual, family,		
group, organizational, community, research,		
and policy levels.		
h Domonstrate cultural humility by applying		
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.		
4. Engage in Practice-Informed Research and Res	earch-Informed Practice	
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.		
5. Engage in Policy Practice		
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.						
6. Engage with Individuals, Families, Groups, Organizations, and Communities						
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.						
7. Assess Individuals, Families, Groups, Organizat	tions, and Communities					
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.						
8. Intervene with Individuals, Families, Groups, C	Organizations and Communities					
o. intervene with marviadais, rannies, droups, e	organizations, and communities					
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.						
9. Evaluate Practice with Individuals, Families, Gr	oups, Organizations, and Communities					
a. Select and use culturally responsive methods						
for evaluation of outcomes.						

b. Critically	analyze outo	comes and apply					
evaluation	findings to ir	nprove practice					
effectivene	ss with indiv	iduals, families, groups,					
organizatio	ns, and comi	munities.					
Students m	nust he able	to check each:					
	luals \square	Families	Groups	П	Organizations	Communit	ies 🗆
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	М	id-Point Evaluation			Final Evalua	tion	
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Signatures			Signature	2 S			
Practicum Student:			n Student:				
Date:		Date:					
Practicum Supervisor:		Practicun	n Supervisor:				
Date:	Date:			Date:			
Practicum Director or Designated Faculty:		Practicum Director or Designated Faculty:					
Date:	Date:		Date:				
			Practicum Eva	luation Sco	oring		
0	0 Not Completed, No Opportunity to Complete						
1	Unacceptable Progress (identify action to be taken at end of evaluation)						
2	Not Sufficient Progress with some concerns (Identify concern and develop plan to address)						
3	Emerging Competence, Performance is on track and moving Forward						

Competence, Strong Performance

Advanced Competence, Excellent Performance

Appendix B: Practicum Agreement



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 reserves the right to interview and approve students proposed for placement consistent with agency and Heritage University policies. The agency may not change the designated Agency Practicum Supervisor without consultation with the Practicum Director or BSW designated faculty.
- 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 establishes standards for the quality of services rendered by students. Students are 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 will provide a safe environment in which the student is free of any type of harassment.
- The agency will ensure students receive orientation to agency safety procedures, policies, and regulations at the start of the placement.
- The agency will designate a space to be used by the student which is appropriate for the tasks assigned (private office or room for confidentiality in interviewing) with appropriate equipment (phone, computer).
- The agency shall not be sanctioned by NASW or other licensing entities.
- **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.

<u>Debarment and Suspension:</u> The agency certifies that it is not excluded, debarred, suspended or otherwise ineligible to participate in federal programs.

Responsibilities of the Agency's Practicum Supervisor

The agency's practicum Supervisor will assist the student in developing a learning contract which will direct the student's activities. 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's practicum supervisor will review the learning contract with the student regularly and encourage revisions as necessary to meet competency requirements within agency limits.

The agency's practicum Supervisor will notify the practicum director or designated BSW faculty if the Agency Practicum Supervisor decides to step down or transition from the position.

The agency's practicum supervisor will provide the university with pertinent information regarding criteria for supervision.

The agency's practicum supervisor is willing to evaluate the student's progress and performance in a timely fashion utilizing the provided program criteria.

The agency's practicum Supervisor will notify the Practicum Director or BSW Faculty 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.

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 maintain a Social Work Department which includes a practicum component that meets the accreditation standards of the CSWE.

The program ensures the practicum experience is productive and rewarding for all participants and is carried out in the best spirit of social work education.

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.

University ensures the practicum sites are within ethical standards.

<u>HIPAA Compliance</u>: 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.

<u>Confidentiality</u>: 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.

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/).

Responsibilities of the Students

- The student will agree in advance with the Agency Practicum Supervisor as to how 400 hours for BSW students will be completed. For traditional, generalist MSW students, 900 hours (500 hours for Advanced Standing Students) of direct service will be completed.
- The student is responsible for keeping a log of practicum hours 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 for practicum.
- The student is required to provide a resume and other requested materials (e.g., vaccines, criminal background check) to the agency.
- The student will adhere to agency rules and regulations i.e., dress codes and administrative procedures).
- The student will respect agency property and conduct themselves in a professional manner.
- The student will follow agency and client confidentiality in accordance with HIPPA.
- The student will report any incidents that may give rise to a malpractice or liability claim against the student, university, or agency.
- The student will maintain regular communication with supervisors which includes electronic communication.

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.

Nondiscrimination

Each party to this memorandum of understanding 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.

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.

Term and Termination

<u>Term:</u> 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.

<u>Termination:</u> 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.

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: Practicum Director To Agency:

Heritage University 3240 Fort Road

Toppenish, WA 98948

SIGNATURES:

COLLEGE: Heritage University		
Name: Christopher Gilmer, PhD	Name:	Name: Jessica Vega, MSW
Title: President	Title: Vice President of Finance /CFO	Title: Practicum Director
Date:	Date:	Date:
Sign:	Sign:	Sign:
AGENCY:		
Name:		
Title:		
Date:		
Sign:		

Appendix C: 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 or designated BSW faculty, their own potential to identify preliminary learning goals for the practicum.
- 2. Provide the Agency with a resume and cover letter prior to assignment. Students will also provide the practicum agency and work supervisors with any other reasonable material deemed necessary including but not limited to vaccinations.
- 3. Be at the agency during the hours arranged for the placement. Students must report absences to both the practicum supervisor and practicum director or designated BSW faculty 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 or designated BSW faculty 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 Agency Practicum Supervisors in the event of difficulties regarding task assignments, prior to contacting the practicum director or designated BSW faculty.
- 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 the practicum supervisor and accept responsibility for providing the practicum supervisor with agenda items and written materials as requested.

Personal and Professional standards:

Students will conduct themselves in accordance with the NASW Code of Ethics. Demonstrate in the 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 or designated faculty 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 faculty. 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 faculty'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.

Appendix D: Practicum Acknowledgement & Understanding

The Bachelor of Social Work (BSW) Practicum Manual has been written so that you might have a resource for the expectations and logistical details of BSW practicum experience. We understand students will not commit the contents of the handbook and manual to memory, yet it is to be reference as needed.

Each year the Department of Social Work will provide students with a link to the BSW Student Practicum Manual. In order to comply with guidelines, set forth by HU and the Council of Social Work Education (CSWE), The Social Work Department will continue making changes to the BSW Practicum Manual as needed. If changes are made to the BSW Practicum Manual during an academic year, the administration will communicate those changes in ways that are designed to inform students of the new or revised information.

Please read the BSW Practicum Manual carefully. You will find the links of latest versions on

MyHeritage.	
l, the s	tudent, agree with the following statements:
\square I acknowledge having been provided with the la	atest version of the Practicum Manual.
\square I have reviewed the Practicum Manual and und	erstood its contents.
\square I understand the requirements and expectation	s outlined in the Practicum Manual.
$\hfill \square$ I agree to abide by the policies, guidelines, rule Manual.	s, and regulations set forth in the Practicum
☐ I understand if I have questions regarding the P faculty and staff of the HU Department of Social W practicum placement.	
	Date

Appendix E: Practicum Student Evaluation

CONSENT TO EXCHANGE INFORMATION

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

Person	Relationship/Agency	Contact Info
Person	Relationship/Agency	Contact Info
Person	Relationship/Agency	Contact Info
Student Signature	Dat	e

Appendix F: Practicum Student Evaluation

PRACTICUM STUDENT EVALUATION

Evaluate your agency and practicum supervisor using the following scale: 1 - No Comment, 2-Strongly Disagree, 3 - Disagree, 4 - Agree, and 5 - Strongly. Place a check in the box that corresponds to the number for each item on the table. If you disagree or strongly disagree with any item, please explain under comments.

Agency Practicum Supervis	sor					
Item		5	4	3	2	1
Agency			-	J		
Supported student self-development		-				T
Used a strengths-based approach to help student learn		-				+
Defined roles and clarified student expectations		-				+
Readily available and/or accessible					1	+
						+
Scheduled regularly planned student conferences	n boois					+
Provided student with feedback on growth and progress on a regula	r basis					
The Practicum Supervisor			1	1		
Possesses a sound knowledge of the area of social work practice					-	-
Guided practicum by social work values					1	-
Knowledgeable about current trends in social work practice						<u> </u>
Knowledgeable about the BSW 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 regula	r basis					
Developed learning experiences geared to the student's individual n	eeds.					
Utilized external resources to familiarize the student with the social	welfare system					
Comments:						
					_	
					_	
					_	
Student Signature Date	Signed					