

**Bachelor of Social Work
Field Education
Manual
College of Social Work
University of Utah**

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**Bachelor of Social Work (BSW)
Program Field Manual**

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Bachelors of Social Work Program

Mission of the Bachelor of Social Work (BSW) Program

The mission of the Bachelor of Social Work (BSW) Program is as follows:

BSW Program Mission Statement

The mission of the BSW program is to prepare graduates for entry-level, generalist professional practice and to contribute to achievements of both the University of Utah and the College of Social Work missions and visions. This occurs within the context of the core values of the college and of the communities that we serve.

BSW Program Vision

The vision of the University of Utah's BSW Program aspirationally embodies our mission and goals. The vision of the BSW Program faculty is to educate and train the professional social workers, at the undergraduate level, to become the agents of change who work on behalf of society and their fellow human beings. More specifically, the BSW Program seeks to establish mutually respectful and supportive relationships with marginalized communities (e.g., indigenous and aboriginal communities, refugee and immigrant communities, rural communities) to assist in the development of community leaders and programs needed to achieve social justice and improve the human condition of all community members. In brief, the BSW faculty believes that social work education is a critical social work intervention, in and of itself, that is provided in partnership with the communities we serve.

Context of the BSW Program Mission Within The College, University, and Profession

The University of Utah Bachelor of Social Work (BSW) Program operates within a context that includes the Mission and Strategic Planning Process: Visioning Theme of the College of Social Work, the mission of the University of Utah, and the tenets and values of the social work profession. This context gives both direction to the BSW Program, as well as circumscribes its activities. Each of these contextual

areas is stated below.

College of Social Work Mission, Vision, and Values

The College of Social Work mission statement, vision, and core values are quoted below:

Mission of the College of Social Work:

The University of Utah College of Social Work contributes to shaping social institution policies, services and interventions to prevent and alleviate human suffering, enhance individual, family, community, and global wellbeing, and promote social and economic justice. This mission is achieved through:

- Preparing students for social work practice
- Contributing to the development of social work knowledge through research and practice intervention
- Providing] active service to the community

Vision of the College of Social Work

The University of Utah College of Social Work contributes to shaping social institutional policies, services, and interventions to prevent and alleviate human suffering, enhance individual, family, community, and global well-being, and promote social and economic justice. This professional vision is achieved through preparation of social workers for:

- Professional and ethical practice
 - ...that devises, selects, implements, and evaluates micro, mezzo, and macro interventions oriented toward individual and collective well-being, and conducive to social change that promotes greater inclusivity for those who are poor, oppressed, and disenfranchised.
 - ... that is competent, and demonstrably effective.

- The development and application of interventions that are based on evidence and innovations in medical, genetic, psycho-social, biological, spiritual, and other relevant realms of inquiry and practice.
- Service to the community that is proactive and inclusive of community based research, planning and development.
- Contributions to the development, dissemination, and evaluation of social work knowledge, skills, and theories, through research, analysis, synthesis and innovative approaches to practice.

Consistency of BSW Program’s Mission and Program Context With The College of Social Work

The College of Social Work’s mission, vision, and core values provide the overarching principles for all of its diverse programs and activities. The BSW Program operates within these mission, vision, and core values by preparing students for generalist social work practice, engaging in scholarship, and providing service to a variety of communities (campus, professional, local, state, national, and international).

University of Utah Mission

The University of Utah mission statement is quoted below:

Mission Statement of the University of Utah

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously

preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

Teaching. In its role as teaching institution, the University of Utah offers instruction in baccalaureate, masters, and doctoral degree programs. Its colleges, graduate, and professional schools include architecture, business, education, engineering, fine arts, health, humanities, law, medicine, mines and earth sciences, nursing, pharmacy, science, social and behavioral science, and social work. The University commits itself to providing challenging instruction for all its students, from both Utah and other states and nations, and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. It seeks the broad and liberal education of all its students and their familiarity with a changing world.

Research. In its role as a research university, the University of Utah fosters the discovery and humane use of knowledge and artistic creation in all areas of academic, professional, and clinical study. In both basic and applied research, the University measures achievement against national and international standards. Rigorous assessment and review are central to advancing its research programs and creative activities, as are participation and leadership in national and international academic disciplines. The University also cooperates in research and creative activities with other agencies and institutions of higher education, with the community, and with private enterprise.

Public Life. In its role as contributor to public life, the University of Utah fosters reflection on the values and goals of society. The University augments its own programs and enriches the larger community with its libraries, hospitals, museums, botanical gardens, broadcast stations, public lectures, continuing education programs, alumni programs, athletics, recreational opportunities, music, theater, film, dance, and other cultural events. The University facilitates the application of research findings to the health and well-being of Utah's citizens through programs and services

available to the community. The University's faculty, staff, and students are encouraged to contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.

Consistency of BSW Program's Mission and Program Context With The University of Utah

The BSW Program's mission is particularly supportive of components of the University's mission related to educating students, contributing to the development and dissemination of knowledge, and community engagement. The BSW Program strongly supports the diversity and equal opportunity aspects of the University's mission as will be seen by the actions and activities of the program, college, and faculty.

The Social Work Profession's Purpose and Values

According to the National Association of Social Workers (NASW, 2008):

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, *with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty*. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. ...

Social workers are sensitive to cultural and ethnic diversity *and strive to end discrimination, oppression, poverty, and other forms of social injustice*. (Italics added)

Consistency of BSW Program’s Mission with the Profession’s Purpose and Values

We believe that the mission statement that governs the BSW Program is consistent with the purpose and values of the social work profession. The shaping of social institution policies, services and interventions to prevent and alleviate human suffering, enhance individual, family, community, and global well-being, and promote social and economic justice are both broad and specific enough to ensure uniformity with both CSWE and NASW articulated purposes for the profession. The mission’s articulated responsibilities of faculty to prepare students for social work practice, contribute to the development of social work knowledge through research and practice intervention and through active service to the community are in harmony with CSWE’s statement that “Social work educators serve the profession through their teaching, scholarship, and service” (EPAS, 2008, p.1).

I. INTRODUCTION TO THE BACHELOR OF SOCIAL WORK FIELD EDUCATION PROGRAM.

A. Introduction

Welcome to the University of Utah, Bachelor of Social Work Field Education Program.

The Bachelor of Social Work degree marks the entry level for practitioners into the profession of social work. Since the beginning of social work as a profession, field education has been a collaborative partnership between the University, the community of social work agencies, social work professionals and students. The Practicum is a capstone experience and serves as a vital means of preparing social work students. Field education builds upon, integrates, and contributes to the total social work curriculum.

B. General Description

The field Practicum experience offers an opportunity for students to integrate, apply and contribute to social work knowledge, skills and values in a community agency setting, under the supervision of a qualified field instructor. A variety of agencies reflecting the diverse settings and fields of practice in which social workers are employed are selected for field placements. Each affiliated agency and supervising social work practitioner (field instructor) has been evaluated by the Field Education department.

The agency mission, scope of services, funding sources, staffing, client populations, levels of supervision, and learning opportunities are assessed in relation to the professional accreditation standards established by the Council on Social Work Education. Criteria for agency selection includes the agency's mission to serve diverse clients and populations at risk, and to promote economic and social justice within the ethics and values of the social work profession. Concurrently, assessment is made of the credentials, experience, educator ability and professionalism of the social workers who elect to directly supervise student learning as University designated field instructors.

The B.S.W. Program Director, B.S.W. Field Director, Field Instructors, students, other campus faculty and administrators work together in the educational process. Information regarding student needs and progress will be shared among these individuals as necessary to optimize student learning.

II. THE FIELD PRACTICUM

A. Organization and Sequence

The Social Work Practicum is a required component of the social work major at the University of Utah. In this course students are placed in a social agency setting under the supervision of a social work practitioner. Students entering the Practicum (SW 4702) must have senior status, and have completed and passed all preparatory course work, and have a minimum GPA of 2.35. Students are required to complete the Field Practicum Application and the Practicum Placement Process during the semester prior to entering the field experience. All students must complete a minimum of 450 hours in an approved agency engaged in social work activities designed to test the student's acquisition and application of skills, knowledge and values. Students will have a choice of either a one semester or two semester model. Following the one semester format, students need to average 30 hours per week over 15 weeks NOT counting time off for holidays. If students choose a two semester practicum format, they may complete Practicum at an average of 15 hours per week over 30 weeks.

Example Second Year Program Schedule

Fall Semester

SWK 4330 Social Work Practice III (3 credits)
SWK 4301 Social Welfare Policy and Services (3 credits)
SWK 4401 Social Work Research and Evaluation (3 credits) *Additional courses to fulfill graduation requirements*

Spring Semester

SWK 4702 SWK 4702 Practicum (12 credits)
SWK 4782 Practicum Seminar (1 credit)

In addition to time in the agency, students are required to attend and participate in Practicum Seminar (SW4782) meetings that are held at the University. Students must also complete logs, an evaluation of practice, and other field-related assignments as part of the course requirements.

Specific educational objectives include:

assessment and analysis of problems in social functioning; selection of goals, objectives, and strategies of intervention; implementation of various intervention plans; definition of organizational, community, and professional contexts of practice; development of skill in use of self and other resources; and evaluation of intervention effectiveness. A generalist theoretical approach utilizing many intervention skills is employed where resolution of a broad range of problems can be achieved by intervening on multiple levels.

Entry level B.S.W. expectations include requirements of the agency regarding attendance, hours, supervision, paperwork and transportation. Dress standards, the necessity of a car and/or driver's license, appropriate arrival and departure times, advance notification of any absence due to illness, and proper filing of requested forms and paper work are considered basic minimum requirements from the first day.

Social work students participate in the delivery of social services to a combination of individuals, families, small groups, organizations, and communities. By the end of the Practicum, we expect that social work students will be able to function at the high level of performance characteristic of entry level baccalaureate social work practitioners.

B. Course Competencies

At the conclusion of this course, students will be expected to be able to perform according to the Educational Policy and Accreditation Standards (EPAS) instituted by the Counsel on Social Work Education (CSWE) in 2008 as determined by specific competencies. Each competency identifies specific practice behaviors with which the student will be evaluated (see Appendix D):

Competency 2.1.1 – Identify as a professional social worker and conduct oneself accordingly. *Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.*

Competency 2.1.2— Apply social work ethical principles to guide professional practice. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Competency 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Competency 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Competency 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Competency 2.1.7- Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.

Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. *Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.*

Competency 2.1.9- Respond to contexts that shape practice. *Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.*

Competency 2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. *Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.*

C. Course Requirements

1. Agency Contact Hours

Successful completion of the practicum with a minimum of 450 hours is required in order to obtain the Bachelor of Social Work degree. Students will have a choice of either a one semester or two semester placement model. Following the one semester format, students need to average 30 hours per week over 15 weeks NOT counting time off for the holidays. If students choose a two semester format, they may complete Practicum at an average of 15 hours per week over 30 weeks.

In order to understand the ways in which social work concepts and activities impact populations, students are expected to be in placement during regular

agency business hours (usually Monday through Friday from 8:00 A.M. to 5:00 P.M.) when professional social workers and administrators are most likely to be available for coordination, collaboration and supervision. Additionally, it is expected that all assignments and clock hours are completed at the practicum site (the defined practicum site may include multiple agencies and/or community home visits).

Time spent at the weekly seminar does not count toward the required 450 hours. We have little flexibility within this time framework for sick leave, personal emergencies, etc. If, in spite of these efforts, the student approaches the end of a semester with too few hours, a "I" (Incomplete) grade will be recorded, and the hours can be completed during finals week or thereafter. However, such a delay may jeopardize an end of term graduation.

Because the Practicum is primarily educational in focus and activity, the student needs to be aware that he/she is not expected to augment the 450 required hours in ways detrimental to other personal or work priorities. In other words, the student is not required by the University to put in many hours in excess of the 450 hours to meet, for example, the needs or requests of the agency. Students are urged to be aware of personal and professional obligations and priorities and to determine the total hours spent during the Practicum in a way that does not jeopardize academic progress, mental health, or work hours.

2. Field Practicum Logs

The weekly communication that occurs in the process of preparing and evaluating logs enables the field liaison to advise, consult with, and advocate for students as they are challenged with the various demands of the field Practicum experience. These demands include the acquisition of new knowledge; the need to expand self-awareness; the difficulty in integrating past and present learning; conflicts among personal, agency, client, and professional values; and the need to resolve conflicts and dilemmas. All of these are potential content areas for the logs.

3. Practicum Learning Plans

The College of Social Work recognizes that students come from diverse backgrounds with varying levels of experience and individual learning needs and styles. Likewise, practicum experiences vary depending on the setting, field of practice, and the mission of the agency. The learning plan identifies and integrates a student's individual learning needs into the practicum experience. At the beginning of the practicum, and in collaboration with their field

instructors, students are required to establish learning plans that help to direct their learning in the field setting. Learning plans include very specific goals on each level of practice: micro, mezzo and macro. Additionally, it identifies corresponding activities, and the criteria to evaluate the student's progress. Further, the learning plan is informed by the EPAS (2008) Competencies and Practice Behaviors.

4. Practicum Assignments

Each student has a minimum number of required practice experiences with individuals, families, groups, communities and organizations. Instructions and number of required assignments are located in the Practicum Evaluation (see Appendix D).

5. Cultural Diversity Experience in Practicum

Part of the required practicum hours is a 35-hour cultural diversity experience. All students will be required to complete one log based on their cultural diversity experiences. This experience can be accumulative over the practicum experience.

D. The Practicum Process

While the general outline of the Practicum process listed below implies sequentiality, many of the activities are engaged in simultaneously. The earlier items, which cover transition into the role of a professional social worker, begin on the first day of agency assignment and develop over the entire placement. Although individual students often start at varying levels of competence in field practice, professional development of the student typically unfolds sequentially from basic orientation to the agency and community, growth in use of self and other resources, short term and limited intervention strategies, shared intervention responsibilities with agency workers, to full responsibility for intervention with individuals, families, small groups, organizations, and communities.

1. Obtaining a Field Placement

- a. Students must attend BSW Practicum Orientation, where an overview of the practicum experience is explained and the opportunity to hear from a representation of field instructs and opportunities in the field is given
- b. Fill out the Practicum Application (Appendix A)
- c. Update resume

- d. Meet with Director of BSW Field Education to discuss career interests and placement options
 - e. Interview for a placement
 - f. Finalize arrangement for placement utilizing the Intern Placement Tracking (IPT) system.
2. Agency Orientation
 - a. Introduction to staff
 - b. "Intern space": desk, office, supplies, phone, etc.
 - c. Agency mission statement
 - d. Overall perspective of department and programs
 - e. Reading assignments pertinent to agency service
 - f. Agency forms and procedures
 3. Introduction and Orientation to Generalist Practice Task Assignments for Students Including:
 - a. Working with individuals and case management
 - b. Working with groups
 - c. Working with families
 - d. Working with organizations and/or community projects
 - e. Research (Evidence-Based Practice effectiveness)
 4. Gaining an In-depth Understanding of the Placement Agency
 - a. Clients served
 - b. Source of funds
 - c. Programs offered
 - d. Roles and responsibilities of the staff
 - e. Board and staff meetings
 - f. Formal organizational structure
 - g. How to survive and thrive in an agency
 - h. Agency norms and values regarding minority and women
 5. Visits to Other Agencies in the Service Network of the Placement Agency
 - a. Roles and activities of these agencies
 - b. Relationships between agencies
 - c. Cooperation, coordination and competition between agencies.
 6. Serving Clients
 - a. Initial orientation and observation
 - b. Assignment of clients to student

- c. Conferences with field liaison and agency supervisors
 - d. Importance of confidentiality
 - e. Record keeping
 - f. Working with diverse client populations
 - g. Recognizing and combating negative stereotypes in serving clients who are subjected to discrimination and oppression
 - h. Addressing gender based issues
7. Integration of Classroom Knowledge with the Delivery of Social Work Services
 - a. Knowledge of community
 - b. Impact of social problems upon individuals, families, and communities
 - c. Application of intervention approaches
 - d. Analysis of student's value orientations and feelings about clients
 - e. Satisfactions and frustrations of being a professional social worker
 8. Monitoring and Facilitating the Student's Progress in Placement
 - a. Student liaison agency visit
 - b. Logs
 - c. Meetings between student and field instructor
 - d. Seminars between student and faculty liaison
 - e. Telephone contacts between student, agency, field instructor, and field liaison
 - f. Midterm evaluation meeting
 - g. Final evaluation meeting
 9. Preparation for Leaving Placement
 - a. Planning for student terminating contact with clients.
 - b. Planning for student terminating the agency placement.
 - c. Assisting the student in continuing to develop social work skills and techniques in the future.
 - d. Assisting the student to reflect upon his/her learning and growth in placement.
 - e. Assisting the student to reflect upon a career in social work.
 - f. Assisting the student in seeking employment if interested.
 - g. Developing a commitment to professional ethics.

E. Reading Assignments and Activities

1. Field Practicum Manual

This manual is required reading for all students, field instructors, and liaisons.

2. Practicum Seminar

Over the duration of the practicum a number of learning opportunities will be provided within the context of the Practicum seminar. The Practicum seminar is a required course and designed to provide an opportunity for the student to integrate all areas of the curriculum with their practicum learning. Students will discuss and process their field education experiences, apply critical thinking skills and develop an understanding of the ethical considerations and value base perspective of the social work profession. Practicum seminars include an emphasis on generalist practice, and sensitizing students to a cross-cultural perspective. Topics within the course will focus on identified gaps in student knowledge, attend to issues arising from the Practicum experience, and allow students an opportunity to discuss their learning process.

3. Evaluation and Grading

Practicum is graded on a Credit-No Credit format.

The field instructor and the student participate in two formal evaluation conferences. The first conference occurs at midpoint of the practicum (225 hours), and the second at completion of all hours and requirements. Utilizing the IPT system, students will begin the evaluation process by accessing the appropriate electronic evaluation form:

- A. Indicating the dates supervision was received by the student
 - B. Noting the progress on the required assignments
 - C. Reporting the hours completed to date
 - D. Responding to qualitative questions found within the document, and
 - E. Signing and saving the form which will then “send it” to the field instructor.
- The field instructor will then meet with the student to complete the evaluation process, which will include:

- A. Reviewing the reported supervision dates, progress on required assignments and the hours completed to date
- B. Rate the student on Likert scale of 1 – 4:
 - a. 1 – Strong Performance
 - b. 2 – Acceptable Performance
 - c. 3 – Needs Improvement
 - d. Unsatisfactory
 - e. N/A

- C. Respond to qualitative questions found within the document, and
- D. Signing and saving the document which will “send it” to the field liaison for final review and signing.

Input from the student and the field instructor supervisor is a key element in the social work practicum evaluation. Periodic assessment and feedback are responsibilities shared by the field instructor, the student, and the field liaison. While this evaluation requires team effort, the field liaison is fully accountable for the assignment of credit.

If a field instructor expects to recommend a grade of “Incomplete” for a student schedule to complete the practicum in one semester or “No Credit” the field liaison should be notified as early as possible. Once concerns are identified, the field instructor, student, and the field liaison will evaluate what actions should be taken.

Students who do not meet the minimum expected learning objectives and social work practice requirements within the required number of clock hours may receive a grade of “Incomplete” or “No Credit.” Students who receive a grade of “Incomplete” or “No Credit” are unable to continue in practicum until the grade has been reviewed and a decision is made regarding whether a student will be authorized to be referred to another placement or discontinued from the BSW program.

F. Use of Supervision

Each field instructor is asked to allocate **at least one hour per week** for supervisory conference time with the student. It is the responsibility of the student to be assertive in requesting and rescheduling missed or additional supervisory conferences. Advanced preparation must be made so that maximum utilization of the time can be accomplished. Students should bring in their questions, problems, etc. at this time, and always be ready to make written notes and to consult their personal appointment calendar. The supervisory conference is also the time that evaluation of assessments, case plans, and other social work activities related to client and agency contacts are discussed.

Regular supervision is a characteristic of continuing professional development throughout the social worker's career. Confidence-building, acquisition of knowledge, support, and skill development are all benefits of supervision. Likewise, supervisors appreciate the challenge of the student's observations, questions and feedback.

1. Performance Questions

Performance in the Practicum is a reflection of the knowledge, values and skills which accumulate from previous and current courses in the major. However, the practicum is also unique in that it contributes new knowledge, and it provides an opportunity for evaluation of the student's on-the-job work habits and relationships with others.

The following questions can be used to assist the student to evaluate his/her growth and professional development throughout the practicum experience.

- a. If a social work vacancy occurred in my agency, would I be actively recruited by my supervisor?
- b. Would my supervisor write a highly positive letter of recommendation for me?
- c. Do I consistently perform as a competent, confident social worker in stressful situations?
- d. Do I evaluate available data from my practice in order to improve my social work skills?
- e. Do I apply knowledge from the social and behavioral sciences to my clientele?
- f. Do I recognize patterns of behavior of clientele which go beyond case-specific situations?
- g. Do I use data and knowledge to plan long range intervention strategies?
- h. Do I respond empathetically?
- i. Do I demonstrate imaginative, innovative social work skills?
- j. Do I willingly take risks on behalf of my clientele?
- k. Am I self-critical and analytical in supervisory conferences?
- l. Am I appropriately assertive on behalf of myself? On behalf of

my profession? As an advocate for my clientele?

- m. Do I fully use agency resources?
- n. Do I make appropriate referrals to community resources?
- o. Am I fully committed to promoting social and economic justice, and to the NASW Code of Ethics?

III. POLICIES AND PROCEDURES

A. Field Agency Policies

Every agency has a set of guidelines which outline the following: laws governing the services provided; types of clients served and their eligibility; services offered; rights and responsibilities of clients and employees; hiring, retention, promotion, grievance and termination procedures; confidentiality and ethical issues; etc. This information may be found in handbook format or may be more loosely organized. The student is responsible for obtaining access to such guidelines and gaining familiarity with their contents, and adheres to agency policies during their practicum placement. The student supervisor can inform the student regarding the location, interpretation, and application of the agency's policies and procedures handbook.

B. Enhancing Safety

There are inherent risks in social work practice. Therefore, agencies, field instructors and students are expected to collaborate to enhance safety and minimize risk in practicum. Agencies are expected to have written policies to address work situations that may entail risk. Such situations may include the following: home visits, services to clients outside the agency and/or at night or on weekends, services to clients who may become angry or violent, exposure to pathogens or toxic substances, and services that are politically sensitive which may result in threats of violence. Field instructors are expected to orient students to their agency's policies and practices regarding risk management and to assign students tasks which are consistent with the student's level of competence. Students are expected to adhere to agency risk management policies and to promptly address any concerns about their safety with their field instructor. Students are expected to comply with agency requirements regarding immunizations, drug testing and BCI (Background Criminal Investigation) checks in a timely manner.

Each agency may also have policies regarding required medical checks or immunizations. For example, a tuberculosis history and skin test may be required in some settings, and if a positive history exists, a TB chest X-ray may be required. Given the increase in outbreaks of old and new, more resistant strains of TB, all students should consider a medical check, especially those in institutional settings. The same may be true for Hepatitis B. Please consult with your supervisor for information on any medical procedures that are required or recommended at your agency.

C. Practicum Placement Process

Students entering the B.S.W. Practicum (SW 4702) and Practicum Seminar (SW 4782) must have senior status, and have completed and passed all preparatory course work with a minimum GPA of 2.35. Students are required to complete the Field Practicum Application and the Practicum Placement Process during the semester prior. The B.S.W. field faculty, students and agency personnel collaborate in the placement matching process. Students are referred by the Director of BSW Field Education to interview with an agency representative, at which time both agency personnel and the student can evaluate the fit of the placement for both. Usually, after students' complete their agency interview, they will be offered an opportunity to complete a placement in the agency. In the unlikely event that additional interviews need to be scheduled, up to two other agencies will be selected. If personnel from three different agencies are unwilling to accept a student for placement, the student will be referred to the BSW Program Director to evaluate whether the student will be able to enroll in practicum. Failure to negotiate a practicum placement, after a reasonable time, may result in discontinuation from the program.

Once the student placement process is completed the student, field instructor, agency representative, and field education director sign the **“Practicum Agency/University of Utah College of Social Work/Field Instructor and Student Affiliation Commitment”** form found electronically on IPT. This is a written commitment which describes the general responsibilities of each party in assisting the student to complete educational requirements in the identified agency. Some agencies may also have individual requirements of their own (i.e. immunizations, drug testing, Background Criminal Investigation check) for student placements. Please check with your field instructor if you have questions about agency requirements.

D. Resolving Practicum Concerns

The College of Social Work is committed to assisting students to maximize their learning opportunities and experiences in a field placement. Issues, concerns and demonstrated difficulties need to be identified and addressed in a professional manner in order to provide resolution and/or corrective actions as necessary. Participation in this process is part of the Practicum learning objectives. Every effort is made to assure that the student's rights to due process are protected, as well as assuring the appropriate protections to agency and client interests. When a concern is identified the following sequence of activities should occur:

1. The field instructor and student should attempt to resolve concerns through openly discussing the issues and identifying changes which could alleviate the problems.
2. The field liaison and field director serve as a resources to assist the student and/or field instructor in resolving concerns. The field liaison may use a variety of methods including joint and individual meetings and behavioral contracts to assist in resolving the problems.
3. If the field liaison believes that the problem will best be resolved by a change of field instructor or agency, the field liaison will evaluate the clock hours, learning objectives and social work practice requirements completed by the student, and determine what amount of credit will be given for work completed, in consultation with the field director. Although students have input into the placement process, only the field director can decide if an student should be reassigned to a second agency if termination from the first becomes necessary.
4. If agreeable solutions are not found or the problem is not remedied after a trial period, there will be an administrative review of the practicum. A written summary of the events leading to the review will be provided to the student, the field director, and the B.S.W. Program director.
5. In those cases where the problem appears to be questionable educational opportunities and/or professional practices on the part of the field instructor or agency, the field director will evaluate whether the agency or instructor will continue to be utilized as an educational resource for the college.

E. Dismissal of Students from Practicum

A student's practicum placement may be terminated for the following reasons:

1. The student's level of performance or professional conduct is far below the standards expected of a BSW student. Examples of this include: the student does not demonstrate reasonable progress in meeting the practicum learning objectives, requirements, or clock hours; inappropriate presentation of self, and showing a lack of commitment to investing in the field placement's learning opportunities. Responsibilities increase as the student becomes more experienced with agency policies and activities.
2. The student exhibits behaviors that are inconsistent or at odds with the NASW Code of Ethics. If there is an allegation of student professional misconduct, the field liaison will initiate an administrative review.
3. The student has unexcused and prolonged absences from the practicum setting.
4. The student experiences unexpected life events that impair their ability to make successful progress towards meeting the practicum learning objectives.
5. The student's continued participation in the practicum is judged by the field liaison and/or the agency field instructor to adversely affect the clientele served, the student, the participating agency, or the University.

F. Procedure for the Removal of Students from Practicum

In any situation when: a) there appears to be danger of harm to clients, to students, to other professionals; b) breaches of client confidentiality; c) exhibiting display of inappropriate professional boundaries, the student will be immediately removed from the practicum and an administrative review will be initiated. All other removals will follow the following procedure.

1. When making a determination to remove a student from the Practicum, the field liaison shall consult with the agency field instructor and the field director. The field liaison shall conduct an initial evaluation of the presenting problems, attempting to gather all the information available.
2. The student will be informed of the concerns and given an opportunity to respond.

3. After reasonable investigation and consultation, the field liaison may conclude that the removal of the student is justified after consultation with the field director the liaison shall notify the student of removal from the practicum.
4. The BSW Director of Field will apprise the B.S.W. Program Director of the situation.
5. To initiate an administrative review, the field liaison will prepare a written summary of the events leading to the review and provide copies to the field director, Program Director, and the student. Depending on the nature of the problem, the Program Director will determine what course of action is appropriate. Failure to successfully complete practicum will result in discontinuation from the program.
6. Written appeal procedures for students removed from the program are available in the Student Handbook (see **Appeals of Grades and Other Academic Actions**, B.S.W. Handbook) and in accordance with University of Utah policy.

G. Practicum Placements that Require Special Request

The following Practicum placements require the student to make a special request to their field liaison:

1. Practicum Placement in the Student's Agency of Employment

Students interested in completing a practicum in their agency of employment must submit a formal request, at least one semester prior to their practicum placement. The following policies have been established to ensure an educational focus for internships in the student's agency of employment:

- a. The types of experiences and populations served must differ from those experiences assigned to the student as an employee.
- b. The practicum setting must be an approved setting and must be able to provide the educational experiences required by the College of Social Work.
- c. The student's field instructor must be a different person than the student's employment supervisor and be appointed as a University "field instructor" for the College of Social Work.
- d. The student will be expected to interview at an alternative practicum site.
- e. The agency director and/or employee supervisor, in collaboration with

the potential field instructor and student, must establish separate blocks of time from work assignments which are committed for uninterrupted practicum education.

- f. Both the student's field instructor and employment supervisor will write a letter of support as to how the setting, population served and supervision is different from the student's employment.

2. Out of State Practicum Placements

Students pursuing a Practicum placement in an out-of-state agency must be placed in an approved agency with an approved University appointed "field instructor." In addition, the agency may be required to fund at least one on-site visit by a University of Utah College of Social Work Director of BSW Education. The student and/or agency will be required to purchase or provide additional professional liability insurance.

3. Global Practicum Placements

A variety of opportunities are available for students to be engaged in a Global Practicum Placement. Partnerships have been created to ensure the best experience with appropriate settings and supervision as indicated by the Counsel on Social Work Education. Students must:

- a. Meet with the Director of BSW Field Education early in the semester prior to the intended practicum experience
- b. Review options and interview for placement
- c. Begin the process of filling out the Global Travel Checklist (See Appendix B)

H. Practicum Advisory Committee

This committee advises the College of Social Work on matters pertaining to field education. This committee is charged with planning field faculty development workshops and other training for field instructors and agency personnel.

I. Field Education Surveys

Student feedback is critical to assisting the Practicum faculty in monitoring the quality of practicum. Student input enables us to enhance current student experiences and to help make future improvements in field education. Students who

feel they need help at any time during their practicum are encouraged to contact their field liaison, and/or the field education director. All students are expected to complete a formal evaluation of their field education experience, utilizing the evaluation form.

J. Professional Liability Insurance

Professional Liability Insurance is provided by the University of Utah. All students will be reasonably insured against negligent acts or omissions that may occur in the performance of their assigned duties in practicum. The University is a governmental entity as that term is defined in the Governmental Immunity Act, U.C.A. 1953, Section 63-30-1 et seq., and is bound thereby. Additionally, all students are practicing within an agency setting under the direct supervision of a licensed professional. The student's practice is an extension of his/her supervisor's licensure. Supervision by a licensed professional is imperative to ensure liability protection.

K. Disability

The University of Utah College of Social Work seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, <http://disability.utah.edu/> 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. This information is available in alternative format with prior notification.

L. Equal Opportunity/Affirmative Action and Sexual Harassment

The University of Utah is fully committed to the goals of equal opportunity and affirmative action, which are designed to ensure that each individual be provided with the opportunity for full, unhampered, and responsible participation in every aspect of campus life. Student concerns related to discrimination or sexual harassment are appropriately handled through that office located at 135 Park Building - phone: voice or TDD: (801) 581-8365.

University faculty, students and all agency personnel in field education sites must abide by the University of Utah Equal Opportunity/Affirmative Action and Sexual Harassment Policies. The Equal Opportunity/Affirmative Action Policy (2-6) can be accessed at <http://www.admin.utah.edu/ppmanual/2/2-6.html>. The Sexual Harassment policy (2-6A) can be accessed at <http://www.admin.utah.edu/ppmanual/2/2-6a.html>.

IV. FIELD EDUCATION ROLES AND RESPONSIBILITIES

A. Role of the Director of BSW Field Education

The Director of BSW Field Education provides administration and implementation of policy, procedure and guidelines for the B.S.W. field education program. The Director develops and maintains agency field placement sites; provides ongoing training for field instructors and develops training and evaluation materials that support field education. The Director conducts annual evaluations of the practicum placement process, practicum faculty performance, field faculty training and student field education experiences. The Director of BSW Field Education is responsible for assigning all practicum placements.

B. Role of the Faculty Field Liaison

The faculty field liaison monitors the student's field education experience, and is responsible for assigning the student's grade. The field liaison meets with the assigned field instructor and the student on a regular bases (1-2 site visits per semester) to evaluate the student's progress. The field liaison assists the student and the field instructor with the alignment of field practicum objectives with student assignments and educational development. The field liaison serves a resource to assist the student and/or the field instructor to facilitate a clear and open communication process, responding to request form either to intervene in resolving concerns. The field liaison may use a variety of methods including joint and individual meetings and behavioral contracts to assist in addressing the issues.

C. Role of the Agency Field Instructor

The field instructor is an agency-based social worker who has been approved and appointed by the University of Utah as a "field instructor" to direct the student in his/her practicum. The field instructor provides educational direction to the practicum experience. This includes: orientation to the agency's mission, policies and procedures, assessment of the student's need, selection of assignments which meet the practicum objectives, and provision of ongoing supervision (a minimum of 1 hour individual supervision weekly) to evaluate the student's educational and professional progress.

D. Responsibility of the University (College of Social Work)

Since the B.S.W. internship is a vital part of the education of undergraduate social

work students, the University recognizes the importance of the agencies' contributions in promoting educational goals desired by both the University and these community agencies. The University is responsible for selection and approval of agencies and field instructors involved in the internship program. This responsibility includes the University's right to review of the agency and the field instructor.

The College

1. The College, in collaboration with the agency, shall evaluate potential learning experiences and determine the agency's ability to provide the minimum requirements for specified practicum outcomes.
2. The College shall select and refer for agency approval, students whose educational development can be served by the agency.
3. The College shall assign a field liaison who shall assist the agency, the field instructor, and the student in developing educational experiences which are consistent with the Council on Social Work (CSWE) accreditation standards and respond to the individual student's professional growth and development.
4. The College shall provide a "field instructor" appointment and selected faculty benefits (those authorized for social work field faculty) when a field instructor is actively supervising a social work student(s).
5. The College shall provide ongoing consultation and training for field instructors. This will include orientation and faculty development workshops.
6. The College's Practicum Office shall establish and maintain college/agency administrative coordination to promote and enhance social work education.
7. The College shall provide the agency with individualized Affiliation Contracts that specify the field instructor and student, stipends to be paid, if any, and dates of the agreement.

E. Responsibility of the Agency

Each College/School/Department of Social Work establishes its own criteria for agencies to be used for practicum instruction, in accordance with the general basic standards set forth by the Council on Social Work Education. The following specific criteria have been approved by the University of Utah, College of Social Work:

The Agency

1. The agency philosophy of service shall be compatible with the educational objectives of social work which embody the values and ethics of the social work profession.
2. The agency must provide qualified field instructors for the students. Qualified Instructors must have an M.S.W., or B.S.W. from a CSWE-accredited program,

have two years of professional experience, and appropriate licensure. Field instructors must have a commitment to social work values as well as a competence in teaching, and have completed the evaluation and approval process for University of Utah appointment as a “field instructor.” Field instructors must be fully integrated staff members and be granted release time to provide practicum instruction, attend University sponsored orientation and faculty development workshops, and meet with the field liaison.

3. The agency staff should be capable of developing and maintaining the basic program of the agency without having to rely on students.
4. The agency shall provide orientation and training to assist the student in understanding the agency’s mission and client population and to support the program’s educational objectives.
5. The agency shall provide the student with work space, supplies, and staff support sufficient to fulfill the student’s assigned service functions within agency. This may include, but is not limited to, a desk and chair, interviewing space, office supplies, and the staff support necessary to complete recording requirements.
6. The agency agrees to provide the student with learning experiences which meet practicum guidelines for the student’s educational development.
7. In those cases where stipends are awarded, the agency shall notify the College regarding who will receive stipends, the amount of the stipends, and how the stipends will be disbursed.

F. Responsibility of the Field Instructor

The Field Instructor

1. The field instructor shall provide a minimum of one hour per week of individual supervision with the student(s).
2. The field instructor must have earned an M.S.W. and/or a B.S.W. from a CSWE-accredited program, have two years of professional experience, and licensure at the appropriate level. The Department will consider exceptions to the minimal qualifications for field instructors on a case-by-case basis for areas of critical need. The exceptions will be made by the Director of BSW Field Education and a separate agreement will be negotiated to ensure that the placement meets the CSWE accreditation requirements for supporting the social work perspective.
3. The field instructor shall provide educational experiences which will assist the student in completing the practicum requirements.
4. The field instructor shall meet with the assigned field liaison and student on a regular basis to evaluate the student’s progress.
5. The field instructor shall attend formal orientation and field instruction training.
6. The field instructor shall notify the field liaison of any changes in assignment or employment during the school year.

G. Responsibility of the Student

The Student

1. The student shall complete a minimum of 450 clock hours, the practicum requirements, and the practicum learning objectives.
2. The student shall abide by the practicum guidelines as specified in the B.S.W. Field Education Manual.
3. The student shall participate with the field instructor in developing an individual learning plan and methods to meet their practicum requirements.
4. The student shall participate in regular supervisory meetings, including mid-term and final evaluation conferences.
5. The student is expected to observe the regulations, standards of conduct, policies and procedures required of professional workers in the assigned agency.
6. The student shall adhere to all tenets of the NASW Code of Ethics, including maintaining confidentiality in all aspects of client and agency contacts and records.
7. If the student receives a stipend, he/she shall be responsible for taxes or social security as required by the Internal Revenue Service.

APPENDICIES

Appendix - A

BSW Field Practicum Application STUDENT INFORMATION

Student Name: _____

Address: _____

Telephone Number(s): Cell: () _____

Home: () _____

Work: () _____

Email¹: _____

Semester Entering Practicum _____

PLEASE COMPLETE THE FOLLOWING:

1. Needs and Expectations for Field Placement:

2. Career Goals and Interests:

¹ Please be sure your email is “synced” with your UNID and that your email address is appropriate for professional communication.
Bachelor of Social Work
Field Education Manual

3. Personal and Professional Strengths:

4. Special Considerations

My preferences for my practicum placement are as follows:

Check one:

Block (30 hrs. weekly) **2 semester format (15 hrs. weekly)**

1.

2.

3.

4.

5.

Please Attach Your Résumé

Appendix - B

UNIVERSITY OF UTAH COLLEGE OF SOCIAL WORK GLOBAL TRAVEL CHECKLIST

Student information

Name: _____

Email: _____

Phone: _____

Practicum Coordinator: _____

CSW International Project Faculty Supervisor: _____

International University/Agency/Organization information

Name of University/Agency/Organization: _____

Name of Field Instructor/Contact: _____

Field Instructor/Contact Email: _____

Circle those that apply

BSW Practicum

MSW 1st Year Practicum

MSW 2nd Year Practicum

Optional Practicum

Study Abroad

Independent Study

Independent Research Other

Please complete the following at least 2 months prior to departure.

A. Contact Kajsa Berlin at the University of Utah Center for Learning Abroad to receive pre/post-departure materials including information about low cost health, emergency evacuation and security insurance; international travel medical clinics; and release of liability forms. Contact info: k.berlin@utah.edu.

B. Acquire

- a. Passport
 - b. Visa (if required)
 - c. Proof of recommended inoculations/vaccines
 - d. International health insurance coverage (REQUIRED)
 - e. Airline tickets
- C. Schedule an appointment to meet with the appropriate International SW Director.
MSW students meet with Prof. Helane Leta, College of Social Work Room 320.
 Contact info: Helane.Leta@socwk.utah.edu; 801-585-3161
BSW students meet with Dr. Ruth Gerritsen-McKane, College of Social Work Room 327. Contact info: Ruth.Gerritsen-McKane@socwk.utah.edu; 801-585-3162
PHD students meet with Dr. Caren Frost, College of Social Work Room 266
 Contact info: Caren.Frost@socwk.utah.edu; 801-581-5287
 All students may contact Delva Hommes, Project Coordinator, at
Delva.Hommes@socwk.utah.edu for additional assistance.
- D. **Bring to the appointment with Helane, Ruth or Caren:**
- a. Travel itinerary
 - b. Copy of passport/visa
 - c. Summer contact information
 - d. Emergency contact information
 - e. Proof of international health insurance coverage
 - f. Copy of signed University of Utah Waiver of Liability
- E. Pick up the following forms from the MSW or BSW Practicum Office to take with you:
 If completing a 1st or 2nd Year M.S.W. Practicum or B.S.W. Practicum:
Duplicate copies of:
1. Practicum Syllabus/Evaluation Form
 2. Affiliation Commitment Form
- If completing an Optional Practicum:
Duplicate copies of:

1. Optional Practicum Goals/ Evaluation Form
2. Affiliation Commitment Form

If completing a Study Abroad, Independent Study/Research

1. Independent Study Application Form

- F. Register for the correct Practicum or Independent Study course. Check with BSW, MSW or PhD staff for assistance.

Appendix – C

Practicum Learning Plan

Competency & Practice Behavior	Selected Tasks & Activities	Methods of Evaluation
<p>Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:</p>		
PB2.1.1A: Advocate for client access to the services of social work		
PB 2.1.1B: Practice personal reflection and self-correction to assure continual professional development		
PB 2.1.1C: Attend to professional roles and boundaries		
PB 2.1.1D: Demonstrate professional demeanor in behavior, appearance, and communication		
PB 2.1.1E: Engage in career-long learning.		
PB 2.1.1F: Use supervision and consultation		
<p>Competency 2.1.2— Apply social work ethical principles to guide professional practice. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers:</p>		
PB 2.1.2A: Recognize and manage personal values in a way that allows professional values to guide practice		
PB 2.1.2B: Make ethical decisions by applying standards of the National Association of Social		

Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles		
PB 2.1.2C: Tolerate ambiguity in resolving ethical conflicts		
PB 2.1.2D: Apply strategies of ethical reasoning to arrive at principled decisions		
<p>2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:</p>		
PB 2.1.3A: Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom		
PB 2.1.3B: Analyze models of assessment, prevention, intervention and evaluation		
PB 2.1.3C: Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues		
<p>Competency 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:</p>		
PB 2.1.4A: Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate or create or		

enhance privilege and power		
PB 2.1.4B: Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups		
PB 2.1.4C: Recognize and communicate their understanding of the importance of difference in shaping life experiences		
PB 2.1.4D: View themselves as learners and engage those with whom they work as informants		
<p>Competency 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:</p>		
PB 2.1.5A: Understand the forms and mechanisms of oppression and discrimination		
PB 2.1.5.B: Advocate for human rights and social and economic justice		
PB 2.1.5C: Engage in practices that advance social and economic justice		
<p>Competency 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:</p>		
PB 2.1.6.A: Use practice experience to inform scientific inquiry		
PB 2.1.6B: Use research evidence to inform practice		
<p>Competency 2.1.7- Apply knowledge of human behavior and the social</p>		

<p>environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:</p>		
PB 2.1.7A: Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation		
PB 2.1.7B: Critique and apply knowledge to understand person and environment		
<p>Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:</p>		
PB 2.1.8A: Analyze, formulate, and advocate for policies that advance social well-being		
PB 2.1.8B: Collaborate with colleagues and clients for effective policy action		
<p>Competency 2.1.9- Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:</p>		
PB 2.1.9A: Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments and emerging societal trends to provide relevant services		
PB 2.1.9B: Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services		
<p>Competency 2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and</p>		

<p>evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p>		
PB 2.1.10A: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities		
PB 2.1.10B: Use empathy and other interpersonal skills		
PB 2.1.10C: Develop a mutually agreed-on focus of work and desired outcomes		
PB 2.1.10D: Collect, organize, and interpret client data		
PB 2.1.10E: Assess client strengths and limitations		
PB 2.1.10F: Develop mutually agreed-on intervention goals and objectives		
PB 2.1.10G: Select appropriate intervention strategies		
PB 2.1.10H: Initiate actions to achieve organizational goals		
PB 2.1.10I: Implement prevention interventions that enhance client capacities		
PB 2.1.10J: Help clients resolve problems		
PB 2.1.10K: Negotiate, mediate, and advocate for clients		
PB 2.1.10L: Facilitate transitions and endings		
PB 2.1.10M: Social workers critically analyze, monitor, and evaluate interventions		

Appendix – D

Practicum Evaluation

University of Utah
College of Social Work
Bachelor of Social Work Program

Practicum Assignments & Student Midterm & Final Evaluation

Student Field Instructor

Agency Practicum Coordinator

Course Semester Recommend Grade Date Submitted

Practicum 4072

Supervision Dates

Please list the dates of weekly
supervision for this semester

Social Work Practice: Minimum Required Practice Assignments			
<i>Practice with:</i>	<i>Briefly Describe</i>	<i># Required</i>	<i># Completed to Date</i>
Communities		2	
Organizations		2	

Groups		2	
Families		2	
Individual		4	

Total Minimum Number of hours Required per Second Year is 450

Hrs completed Fall Semester Hrs completed Spring Semester Total Hours
 Completed
 Hrs completed Summer Semester
 Check all methods of evaluation:
 Consultation__ Documentation__ Audio/Video __ Observation__ Supervision__ Additional Assignments__

Practicum Instructions for Evaluation and Grading ([Show Instructions](#))

Practicum Evaluation Form

<i>2.1.1 – Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.</i>	Rating
2.1.1A – Advocates for client access to the services of social work.	
2.1.1B – Practices personal reflection and self-correction to assure professional development.	
2.1.1C – attends to professional roles and boundaries.	
2.1.1D (1) – demonstrates professional demeanor in behavior, appearance and communication.	
2.1.1D (2) – empathizes effectively with clients.	
2.1.1E – engages in career-long learning (The intern understands the importance of continuing social work education and lifelong learning).	
2.1.1F – uses supervision and consultation effectively.	
<i>2.1.2 – Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</i>	Rating

2.1.2A – recognizes and manages personal values in a way that allows professional values to guide practice.	
2.1.2B – makes ethical decisions by applying standards of the National Association of Social Workers Code of Ethics ² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.	
2.1.2C – tolerates ambiguity in resolving ethical conflicts	
2.1.2D – applies strategies of ethical reasoning to arrive at principled decisions.	
<i>2.1.3 – Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</i>	Rating
2.1.3A – distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom.	
2.1.3B (1) – analyzes models of assessment effectively.	
2.1.3B (2) – analyzes models of prevention effectively.	
2.1.3B (3) – analyzes models of intervention effectively.	
2.1.3B (4) – analyzes models of evaluation effectively.	
2.1.3C (1) – demonstrates effective oral and written communication in working with clients.	
2.1.3C (2) – demonstrates effective oral and written communication in working with groups.	
2.1.3C (3) – demonstrates effective oral and written communication in working with organizations and communities.	
2.1.3C (4) – demonstrates effective oral and written communication in working with colleagues.	
<i>2.1.4 – Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege,</i>	Rating

<i>power and acclaim.</i>	
2.1.4A (1) – recognizes the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	
2.1.4A (2) – demonstrates knowledge of age, class, color, culture, disability, ethnicity, family structure, gender, relationship status, national origin, race, religion, sex, and sexual orientation in generalist social work practice.	
2.1.4B – gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	
2.1.4C – recognizes and communicates their understanding of the importance of difference in shaping life experiences effectively.	
2.1.4D – effectively views themselves as learners and engages those with whom they work as informants.	
Employs knowledge and skills responsive to specific population groups in the State of Utah including Hispanics/Latinos, American Indians, Pacific Islanders, and refugees.	
<i>2.1.5 – Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</i>	Rating
2.1.5A – understands the forms and mechanisms of oppression and discrimination.	
2.1.5B – advocates for human rights and social and economic justice effectively.	
2.1.5C – gains sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	
2.1.5D – engages in practices that advance social and economic justice effectively.	
<i>2.1.6 – Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</i>	Rating
2.1.6A – uses practice experience to inform scientific inquiry effectively.	
2.1.6B (1) – uses research evidence to inform practice effectively.	

2.1.6B (2) – critically analyzes empirically based research findings and applies them to generalist social work practice.	
2.1.7 – Apply knowledge of human behavior and the social environment. <i>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</i>	Rating
2.1.7A (1) – utilizes conceptual frameworks to guide the process of assessment.	
2.1.7A (2) – utilizes conceptual frameworks to guide the process of intervention.	
2.1.7A (3) – utilizes conceptual frameworks to guide the process of evaluation.	
2.1.7B – critiques and applies knowledge to understand the person and environment effectively.	
2.1.8 – Engage in policy practice to advance social and economic well-being and to deliver effective social work services. <i>Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</i>	Rating
2.1.8A (1) – formulates policies that advance social well-being effectively	
2.1.8A (2) – analyzes policies that advance social well-being effectively.	
2.1.8A (3) – advocates for policies that advance social well-being effectively.	
2.1.8B (1) – collaborates with colleagues for effective policy action.	
2.1.8B (2) – collaborates with clients for effective policy action.	
2.1.9 – Respond to contexts that shape practice.	Rating
2.1.9A (1) – continuously discovers appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services effectively.	
2.1.9A (2) – identifies the dynamics of change within organizational structures and communities.	
2.1.9B – provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services effectively.	
2.1.10 (a-d) – Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	

2.1.10 (a) - Engagement	Rating
2.1.10A (1) – substantively and affectively prepare for action with individuals, families, groups organizations and communities effectively.	
2.1.10A (2) – uses empathy and other interpersonal skills effectively.	
2.1.10A (3) – develops a mutually agreed-on focus of work and desired outcomes effectively.	
2.1.10 (b) - Assessment	Rating
2.1.10B (1) – collects, organizes, and interprets client data effectively.	
2.1.10B (2) – assesses client strengths and limitations effectively.	
2.1.10B (3) – develops mutually agreed-on intervention goals and objectives effectively.	
2.1.10B (4) – selects appropriate intervention strategies effectively.	
2.1.10 (c) – Intervention	Rating
2.1.10C (1) – initiates actions to achieve organizational goals effectively.	
2.1.10C (2) – implements prevention interventions that enhance client capacities effectively.	
2.1.10C (3) – helps clients resolve problems effectively.	
2.1.10C (4) – negotiates, mediates, and advocates for clients effectively.	
2.1.10C (5) – facilitates transitions and endings effectively with clients.	
2.1.10 (d) – Evaluation	Rating
2.1.10D (1) – critically analyzes interventions effectively.	
2.1.10D (2) – critically monitors interventions effectively.	
2.1.10D (3) – critically evaluates interventions effectively.	
Technology	Rating
Uses appropriate practice-relevant technologies within the context of organizational resources and facilities.	

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Practicum Narrative Statement: FIELD INSTRUCTOR

Semester

To be completed by the FIELD INSTRUCTOR - Please describe the following:

1. Student's relationship to the practicum setting
2. How the student has demonstrated professional growth
3. The student's educational goals for practicum
4. Student's strengths in practicum
5. Concerns regarding student's practicum progress
6. Additional Comments

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Practicum Narrative Statement: STUDENT

Semester

To be completed by the STUDENT - Please describe the following:

1. Ways in which the field instructor has facilitated your learning objectives

2. Ways in which the agency has facilitated your learning objectives

3. Ways in which the field instructor could improve ability to support your learning objective

4. Ways in which the agency could improve ability to support your learning objective

5. Additional Comments

Persons Completing and Reviewing the Evaluation Form:

I, the Student, participated in this evaluation.

Student

Field Instructor

Practicum Coordinator