



MOUNT ST. JOSEPH
UNIVERSITY

**SOCIAL WORK PROGRAM
PRACTICUM MANUAL
2024-2025**

PURPOSE OF THE PRACTICUM MANUAL

This PRACTICUM MANUAL provides necessary information regarding policies, responsibilities, and expectations for practicum placement agencies, practicum instructors, practicum liaison/coordinator, and students associated with PRACTICUM education in the Social Work Program at Mount St. Joseph University (MSJ). Students are accountable and responsible for all information contained in this PRACTICUM MANUAL.

In addition to the policies and procedures contained in this PRACTICUM MANUAL, students are also responsible for policies and procedures outlined in the SOCIAL WORK STUDENT HANDBOOK, the [Mount St. Joseph University UNDERGRADUATE CATALOG](#) and the [Mount St. Joseph University STUDENT HANDBOOK](#)

ACCREDITATION

Mount St. Joseph University has been authorized to offer the Bachelor of Arts – Social Work major (BA) degree by the Ohio Board of Regents and Higher Learning Commission.

The Social Work Program at the Mount St. Joseph University has been fully accredited by the Council on Social Work Education (CSWE) since 1991.

CHANGE NOTICE

The Social Work Program reserves the right to make changes in policies, procedures, and regulations subsequent to the publication of this PRACTICUM MANUAL. The PRACTICUM MANUAL will be reviewed at least once annually. Notice of changes, revisions, or any additions to the Social Work Program PRACTICUM MANUAL will be incorporated into PRACTICUM education syllabi, posted on the MyMount Department of Sociology and Social Work website or distributed to each student in writing by the PRACTICUM Coordinator of the Social Work Program. Each faculty member and each student is responsible for making the appropriate changes in their PRACTICUM MANUAL.

Greetings-

Mount St. Joseph University and the Department of Sociology and Social Work are grateful to our practicum instructors and their agencies for the time and effort they provide to the social work education of our students. Their collaboration and cooperation are what ensure rich learning experiences for students as they move forward in the ongoing process of becoming social workers. We honor their work.

For practicum education to be maximally effective, good information is needed. To that end we are providing this BSW Practicum Instruction Manual to you. We hope that this manual, in conjunction with other orientation sessions, will help both students and practicum instructors understand their roles and responsibilities in this essential component of social work education. As noted by the Council on Social Work Education, practicum instruction is the *signature pedagogy* of social work education.

The Department of Social Work at Mount St. Joseph University wants to provide both students and practicum instructors with the support they need to be successful. If you have any questions, concerns, or requests, please do not hesitate to contact us; we want to do everything we can to ensure positive practicum experiences.

Welcome to practicum education!

Sincerely,

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Notice of Non - Discrimination Policy – Mount St. Joseph University

The University does not tolerate discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, sex (including pregnancy, sexual orientation and gender identity) or any other legally protected status and takes steps to ensure that students, employees, visitors, and other third-parties are not subject to a hostile environment.

The University will respond promptly and effectively to allegations of discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, sex (including pregnancy, sexual orientation and gender identity) or another legally protected status. The University will promptly conduct investigations and take appropriate action, including disciplinary action, against individuals found to have violated this policy, as well as provide appropriate remedies to complainants and the campus community. The University will take immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

All students found in violation of this policy will be subject to disciplinary action up to and including suspension or dismissal from the University. Similarly, any employee found in violation of this policy shall be subject to disciplinary action up to and including termination of employment. Behavior that violates this policy may also violate federal, state, and/or local laws.

The University has designated its Office of Human Resources as its Equal Opportunity Office. The Equal Opportunity Office is managed by the University's Office of Human Resources, Teri Compton, who is also the University's designated Equal Opportunity Officer. Ms. Compton can be reached by phone at (513) 244-4979 or by email at teri.compton@msj.edu. The Equal Opportunity Office is the office responsible for responding to inquiries, addressing complaints, and coordinating compliance with the University's responsibilities under the various federal and state civil rights laws, including but not limited to Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and the Americans with Disabilities Act. All inquiries, issues, or complaints relating to discriminatory, harassing, or retaliatory conduct related to race, color, national origin, religion, age, disability, or another legally protected status should be directed to the Equal Opportunity Office

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I. Introduction to Practicum Education

The Social Work Program at Mount St. Joseph University prepares students for entry level professional, generalist social work practice. The practicum placement experience is a critical component of all professional social work programs as practicum education is the signature pedagogy of the social work profession. It is within the context of an agency system and community where students learn about specific practice areas and issues. Many of the realities of practice, such as limitations in technology and/or access to hi-tech equipment, funding, gaps in services, embedded structural issues, and identification of cultural competency challenges are not yet grasped by the students until they have direct, hands on experiences in the Practicum courses and practicum placement setting. The agency practicum instructor plays an important role in helping the student to apply foundation knowledge, values and skills learned in the classroom, to practice situations. The practicum instructor is also a professional role model. The practicum experience is one mechanism by which students become socialized to the profession of social work. Practicum students can indeed be a wonderful resource to community agencies and bring a wealth of energy, enthusiasm, and commitment with them to the practicum experience. However, the primary focus always should be on the student's learning experience. While agencies often benefit from the activities in which students are engaged, the agency must recognize the individual placed is in fact a 'student,' and must not be given activities that do not meet the requirements of the baccalaureate program. The Program, through the linkage of the social work faculty serving in roles of coordinator and liaison, works closely with the practicum instructor to direct, coordinate and monitor the practicum experiences for all students.

II. Overview

Social Work Program Mission Statement

The mission of Mount St. Joseph University's social work program is to prepare students to have the knowledge, values, and skills of generalist social work practice in order for them to competently and ethically provide service to society's most vulnerable people as well as leadership in the social service agencies that work to alleviate poverty, injustice, and oppression. Through emphasis on service, excellence in teaching, and applied research, the program aims to develop graduates who value diversity and who understand the need for life-long learning in the changing local, national, and global contexts of social work practice.

Social Work Program Goals

1. To prepare social work students to competently serve client systems at the micro, mezzo, and macros levels of practice, with the ability to work in varied contexts of the social work profession, and to recognize the changing nature of these contexts by incorporating new research and evidence-based techniques into their practice settings.
2. To enhance social work student's intercultural competence, particularly student's ability (1) to engage in diversity and difference in practice, and (2) to advance human rights and social, economic, and environmental justice.
3. To promote the application of social work competencies in ongoing community engagement, service to others, and social responsibility.
4. To prepare students to apply the knowledge, ethical principles, values, and competencies of a generalist practice social worker within various community settings.

CSWE Competencies

The Council on Social Work Education (CSWE) accredits all BSW and MSW programs. As part of the accreditation process, programs are required to assess 9 social work competencies operationalized by 20 practice behaviors. These competencies, the definition of each, and their corresponding practice behaviors are as follows:

1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- 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;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two

constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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 Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- 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

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- 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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- 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, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Council on Social Work Education. (2022). *Educational Policy and Accreditation Standards*.

III. Social Work Practicum Placement Organizational Structure

Practicum Course Structure

In order to enroll in “Fieldwork I and Seminar” (SWK 330), students must be fully admitted to the social work program and have a minimum of senior class standing when the course begins. Additionally, students must have completed the prerequisite courses and if needed, be concurrently enrolled in the corequisite course below.

Prerequisite courses include:

- | | |
|----------|--|
| SWK 322- | Human Behavior and the Social Environment I |
| SWK 327- | Interviewing and Assessment |
| SWK 317- | Interdisciplinary Approach to Diversity and Social Justice |

Corequisite courses include:

- | | |
|----------|-------------------------------------|
| SWK 328- | Group Approached to Problem-solving |
|----------|-------------------------------------|

The student must also complete the following steps to enroll in Fieldwork I & Seminar:

1. Attend the Practicum Interest meeting the spring semester prior to enrolling in in SWK 330
 - a. Students are provided the following at this meeting:
 - Practicum Application
 - List of Active Practicum Agencies
 - Practicum Manual
2. Complete the Practicum Application and return to the Director of Field Education by the deadline indicated.
3. Submit student resume, that has been reviewed by Career Services, to the Director of Field Education by the deadline indicated.
4. Complete 2-3 interviews with potential Practicum Agencies
5. Be matched with Practicum Agency

In order to enroll in “Fieldwork II & Seminar” (SWK 432), students must be fully admitted to the social work program and have a minimum of senior class standing.

Prerequisite courses include:

SWK 323- Human Behavior and the Social Environment II

SWK 328- Group Approached to Problem-solving

SWK 330- Fieldwork I & Seminar

Corequisites course include:

SWK 329- Organizational/Community Development

The Social Work Program at the Mount divides the practicum requirements into two courses:

Fall	SWK 330:	Fieldwork I & Seminar
Spring	SWK 432:	Fieldwork II 7 Seminar

Both SWK 330 and SWK 432 require 224 hours of supervised practicum work at the designated practicum agency, for a total of 448 hours at completion.

Administration of Practicum

The Director of Field Education has the overall responsibility for directing the Practicum Program and reports directly to the Program Director. The Director of Field Education is responsible for:

- development and evaluation of practicum placement agencies;
- screening and recommending students to practicum agencies for placement;
- development, implementation, and evaluation of practicum policies;
- evaluation of practicum program activities;
- development, implementation, and evaluation of practicum instructor training;
- monitoring students’ progress in the practicum;
- meeting with the practicum instructor and student when a student’s performance is below expectations and at the time of evaluation
- serving as the practicum liaison position in addition to the director position

Responsibility of Director Of Field Education/Liaison

The Director of Field Education’s position acts as a liaison functions as a part of the social work education team to provide linkage between Mount St. Joseph University, the student, and the practicum agency. The Director/Liaison has primary responsibility for coordinating the assignments and activities of the social work student throughout the practicum placement. The Director/Liaison is able to use their professional experiences in the practicum to assist students in integrating theory with practice, thereby enhancing agency-based instructions. The Director/Liaison monitors and evaluates students’ progress and performance in the practicum and assumes primary responsibility for assigning students’ grades for the semester.

The responsibilities of the Director/Liaison include:

- teaching and facilitating a 3 hour bi-weekly practicum seminar which processes the students' experiences in the practicum, integrating academic theory and content with practicum knowledge, practice, and skills;
- monitoring and evaluating the students through: assessment of students' work in the practicum (reflected in journals or written summaries); the appropriateness of the students' learning contracts; individual visits at the agencies with the students and Practicum Instructors (at least once per semester and periodic telephone/email contact); and overall review of the students' performance in the practicum as reflected in the verbal and written evaluation processes;
- providing support and training to Practicum Instructors in the supervision of practicum students;
- participating in faculty meetings related to curriculum development; coordination, assessment, screening, and review of practicum students, and other planning issues;
- assigning students a final grade after consultation with the Practicum Instructor and review of written evaluations and practicum seminar performance;
- making at least one agency visit during each semester to ascertain the student's progress and to respond to any questions or concerns presented by the Practicum Instructor;
- conferring with the Practicum Instructor and student when problems arise regarding a student's performance;
- withdrawing any student from practicum placement for reasons of health, performance, or other reasonable cause upon the concurrence of the agency Practicum Instructor and Program Director;
- communicating with the Program Director on students' progress in their practicum placement including any problems, issues, or concerns that need to be addressed by the practicum program.

IV. Practicum Placement Agencies and Instructors

Selection of Participating Practicum Agencies and Practicum Instructors

The Director of Field Education will continually be networking with local agencies to generate an ongoing list of Active Practicum Agencies for potential practicum students that provide the opportunity for students to demonstrate generalist social work practices. To become affiliated with Mount St. Joseph University Department of Social Work, agencies must meet the following criteria:

- An agency's philosophy of service must be compatible with the philosophy, values, and ethics of the social work profession (abide by the National Association of Social Worker's Ethical Standards).
- An agency must have a good reputation sanctioned by the community to provide services to address human needs.
- Services provided by the agency must be appropriate for undergraduate, generalist social work practice, and there must be a sufficient caseload of clients (and work) for students to gain "hands on" experience.
- There must be the availability of appropriate supervision from an indicated Practicum Instructor who meets the following requirements:
 - o Holds a BSW or an MSW from a CSWE accredited
 - o A minimum of two years' post degree experience as a social worker
 - o Be employed by the Practicum Agency for six (6) months or more.
 - o Be well-versed in their area of service delivery
 - o Practice according to the NASW Code of Ethics*

*It should be noted that agencies that cannot provide a Practicum Instructor who meets the above requirements are not considered potential practicum agencies.

- Agencies must support the practicum education process by providing release time for Practicum Instructors to carry out practicum instruction responsibilities and to attend practicum-related meetings.
- Agencies must provide students with adequate work space, office supplies, access to a telephone for work duties, and access to client and agency records appropriate for the learning experience.
- Agencies must agree to participate in various processes of the practicum program, including practicum orientation, periodic practicum agency updates, conduct interviews with prospective practicum students, and communicate with practicum faculty.
- Agencies must recognize the individual placed is in fact a "student", and must not give activities to the student that do not meet the requirements of the baccalaureate program.

Procedure for Arranging Practicum Setting and Practicum Instructor

The Director of Field Education will continually network with local agencies to generate an ongoing list of Active Practicum Agencies for potential practicum students. The Director of Field Education will meet with new potential agencies in person and on site. The potential agency will be provided with a practicum overview letter and Practicum Manual. Should the agency be interested in being listed as an Active Agency, they will be provided a Potential Practicum Agency form and be asked to return the form and the resume of any identified Practicum Instructors by the assigned deadline. Once form and resume are reviewed for appropriateness, the Director of Field Education will add the agency to the Active Agency List.

Agencies that have an established history the program, will be contacted via phone or email to gauge interest in remaining an Active Agency for the upcoming academic year.

Students who are slated to enroll in Field I & Seminar in the fall semester are required to attend the Practicum Interest Meeting, the spring semester prior to enrollment. At this meeting, which is conducted by the Director of Field Education, students are provided the Practicum Manual, Practicum Application, and Active Agency List. These forms are explained, discussed, and explored at this meeting. At the end of the meeting, students are provided a deadline in which they will need to return their Practicum Application, which includes identifying their top three agencies of interest, and their resume, which has been reviewed by career services

Based on the student's application for practicum placement, the student's resume will be forwarded by the Director of Field Education to the agencies they listed as their top three. After reviewing the resumes, should the agency agree with interviewing the student(s), the Director of Field Education will seek permission for the student to call to arrange an interview with the agency Practicum Instructor and/or director in order to be considered for the practicum placement assignment.

Once the student has interviewed at three agencies, the student will email the field director and rank the agencies in order of placement preference. The potential agency will do the same once they have complete interviews with all potential students. Should the agency not be interested in moving forward with a student post interview, the Director of Field Education will solicit feedback to provide to the student. Agencies and students would then be matched based on their ranked preferences.

Once a match has occurred, the student and agency will be notified via email of the match, by the Director of Field Education. The student will then be prompted to schedule a meeting with their identified Practicum Instructor to begin completing the Letter of Agreement and Practicum Confirmation. These forms would need to be completed and returned to the Director of Field Education prior to the end of the Spring semester that is immediately before the Fall they are to begin their Practicum Education.

Copies of all forms are housed in the Intern Placement Tracking system.

Responsibilities of the Practicum Agency and Practicum Instructor

As an approved practicum agency, affiliates are committed to the educational process of the social work students. Through agency experiences and supervision, students have the opportunity to learn and become socialized into the profession. Agencies are expected to provide designated practicum instructors and other resources stated in the criteria for agency selection. Practicum agencies are asked to work cooperatively with the Social Work Practicum Program (and Director of Field Education/Liaison) in creative problem-solving and efforts to enhance the learning experience for practicum students.

As an affiliate with Mount St. Joseph University Social Work Program, agencies agree to:

1. Provide opportunities for students to participate in agency programs and activities that will enhance the students' learning experience;
2. Appoint appropriate personnel to serve as Practicum Instructors and provide the necessary agency support for Practicum Instructors to provide required supervision and attend practicum orientation and training provided by the College as well as participate in all other practicum-related functions (supervision, evaluation, conferences, etc.);
3. Provide students the use of facilities necessary to successfully complete required practicum assignments, including office space, office supplies, access to a telephone, and access to client and agency records appropriate to the learning experience;
4. Inform the Director of Field Education/Liaison as soon as possible regarding staff or organizational changes which affect the practicum placement; and,
5. Work in partnership with the Social Work Program to maximize the practicum education of social work students.

The specific responsibilities and duties of the Practicum Instructor include:

Pre-Placement Interviews and Assessment of Prospective Students: Practicum Instructors are asked to meet with a prospective student to discuss what a practicum at their agency would entail and to assess the student's appropriateness for that setting. Practicum Instructors are expected to communicate with the Director of Field Education/Liaison in this process.

Orientation of Practicum Students: Practicum Instructors are responsible for orienting the assigned practicum student to their agency utilizing the Student Orientation Checklist. The most effective form of orientation is participatory; therefore, rather than relying on manuals to orient the student, Practicum Instructors are encouraged to discuss relevant policies and allow the student to observe first-hand the way in which business is conducted by the agency.

Establishing A Learning Contract: Practicum Instructors, in consultation with the Director of Field Education/ Liaison, are expected to work with the assigned practicum student in the development of a Learning Contract by the end of the third week at the agency. Input from the Practicum Instructor

is critical to the identification of realistic and appropriate expectations for the placement that will help the student meet practicum objectives. Ongoing communication with the student about roles, responsibilities, duties, and accountability during the practicum experience can be facilitated by the Learning Contract.

Supervision of Practicum Student: Practicum Instructors shall provide at least one hour per week of direct supervision. While most Practicum Instructors spend much more time than this each week working directly with students, there is a need for a designated time strictly set-aside for discussing and processing the student's learning needs, identifying strengths and areas for work, updating learning goals, and giving feedback on the student's performance. It is during this time that Practicum Instructor are asked to sign off on the student's weekly time sheet to verify their hours at the placement. The student is responsible for submitting their timesheet. The Practicum Instructor must delegate another qualified staff member to supervise the student during times when s/he must be absent from the agency.

Serve as a Professional Role Model: Practicum Instructors should reflect and model professional social work values, skills, and behavior. Students are keenly aware of how their Practicum Instructor interacts with clients, co-workers, and other community contacts. Practicum Instructors should be open to discussing questions the students may have regarding different communication styles and contexts, agency politics, and balancing "real life" dynamics compared to text-book ideals.

Provide Appropriate Learning Experiences: Practicum Instructors should structure the students' learning experience in such a way that students are exposed to a wide range and variety of opportunities, including but not limited to direct client contact, staff meetings, board meetings, community meetings, and court hearings. Students should be increasingly challenged in their role and involvement as the semester progresses, beginning with observational roles and working towards direct responsibility for specific experiences, such as intake, intervention, and group facilitation. In addition, the Practicum Instructor is responsible for coordinating the student's involvement with other agency staff who function in various roles.

Evaluation of The Student: Practicum Instructors should provide the student with ongoing feedback regarding his or her work and progress and identify the student's particular learning needs and strengths. Practicum Instructors should submit an "early mid-term warning" by the sixth week of the semester if the student demonstrates any weaknesses that are impeding the movement through the tasks and responsibilities in the Learning Contract. The Practicum Instructor should contact the Director of Field Education/Liaison regarding this 'warning.' The evaluation process includes completion of the evaluation form at the end of the semester. The Practicum Instructor is responsible for completing the form and discussing it with the student. The Practicum Instructor should regard the evaluation as an integral part of the Practicum instruction process and a critical component to the student's learning experience. Practicum Instructor will complete a formal evaluation of the students based on the learning contract at the end of the Fall and Spring semesters.

Participation in the Practicum Program: Practicum Instructors are expected to attend any practicum orientation sessions provided during the academic year. In addition, input and participation from Practicum Instructors is appreciated in order to continue to upgrade and enhance the practicum program, the curriculum and the entire Social Work program. Practicum Instructors are asked to complete an evaluation of the Practicum Program at the end of the semester.

Communication with Director of Field Education/Liaison: Practicum Instructors should contact the Director of Field Education/Liaison as soon as possible should problems arise in the practicum setting. In addition, Practicum Instructors are asked to communicate with the Director of Field Education/Liaison regarding any agency changes or issues which may impact the placement.

V. Practicum Placement Students

Student Rights

Students placed at agencies for their practicum experience have the right to:

- Always be treated with dignity and respect and in a professional manner.
- Have their practicum placement truly be a learning environment, where questions are answered, information is shared, and time is allotted for achievement of learning contract objectives.
- Have individual supervision provided in a manner that promotes insight and growth in the area of the student's strengths and weaknesses.
- Voice concerns and to have support provided in resolving any issues.
- Engage in work experiences that relate to one's educational requirements.

Requirements for Students' Admission into PRACTICUM

The placement process for PRACTICUM begins during the semester prior to the placement. Students meet with their faculty advisor to assure that all coursework has been completed in preparation for PRACTICUM and that the standard for grades has been maintained in the social work program courses. The prerequisites for enrollment in practicum placement/seminar are as follows:

a. For Fieldwork I & Seminar (SWK 330):

- 1) Admission into the BSW Program
- 2) Successful completion of PRACTICUM I (SWK 330) prerequisites
- 3) Attend Practicum Interest meeting spring semester prior to entering Fieldwork I & Seminar
- 4) Complete and submit practicum application by deadline indicated
- 5) Submit resume, that been reviewed by Career Services, by deadline indicated
- 6) Complete interview(s) with prospective practicum agency (agencies)
- 7) Be matched with practicum agency
- 8) Completion of the BSW Practicum Placement Confirmation Form & Practicum Agency Agreement
- 9) Approval by the Director of Field Education

b. For PRACTICUM II (SWK 432):

- 1) Be in good standing with BSW Program
- 2) A grade of C or better in Fieldwork I & Seminar (SWK 330)
- 3) Successful completion of Fieldwork II & Seminar (SWK 432) prerequisites
- 4) Approval by the Director of Field Education.

Students must attend a Practicum interest meeting the spring semester prior to entering Fieldwork I & Seminar (SWK 330). The student will be provided a Practicum application at that time. The practicum application and student resume must be completed and returned by the deadline shown on the packet to the Director of Field Education to be considered for Practicum I (SWK 330). Once the student has submitted their application and resume to the Director of Field Education, student agrees to weekly meetings with Director to report progress. These meetings will occur an ongoing basis until placement match has been confirmed.

Students are expected to stay with the practicum agency for both semesters of practicum work. An increase in independent work is expected during the second semester. A change in agency for II will only be considered for the following reasons:

- The agency be unable to fulfill practicum obligations
- The agency is unwilling to accept the student back to the placement
- A substantial life changes for the student deems it implausible to complete Practicum II with this agency due to hours/location
- The University has elected terminated the relationship with the agency for any reason

Should a student, have to change placements for Fieldwork II & Seminar (SWK 432), the student will have to go through the interview process with prospective agencies just as they did for Practicum I.

Student Responsibilities

The student is to conduct herself/himself in the agency as if s/he was a member of the professional staff. Students are expected to adhere to agency practices, policies, and procedures and follow the NASW Code of Ethics. They are expected to adhere to a workday schedule as agreed upon at the beginning of each semester as listed on the Practicum Confirmation form and to notify the Practicum Instructor and Director Of Field Education when absences or tardiness are necessary. Any changes in days/times at the agency should be mutually agreed upon by both the student and the Practicum Instructor and reported to the Director of Field Education/Liaison.

The student should take responsibility for learning by asking questions and sharing views on agency services. Additionally, students are expected to take responsibility for self-evaluation, communication with co-workers and supervisors, providing critical feedback regarding the Practicum placement, completing the required hours, and fulfilling their learning contract. The student is to be familiar with material contained in the Social Work Program PRACTICUM Manual.

Specific responsibilities of the student include:

Schedule/Hours: The practicum placement consists of 224 hours for Practicum I (SWK 330) and 224 hours for Practicum II (SWK 432). This averages out to 16 hours per week for both semesters. Students are required to record completed hours on official weekly time sheets, which must be signed by the Practicum Instructor and student, and turned in to the Director of Field Education/Liaison on a weekly basis via IPT. Students and Practicum Instructors will identify the schedule of days and times the student will be in Practicum at the agency. This agreed-upon schedule will be indicated on the Practicum Placement Confirmation form. Students are not to work less than four-hour segments and should work during regular agency office hours. The Practicum student should generally work during the same schedule or shift as the Practicum Instructor. Therefore, if a Practicum Instructor typically works weekdays, 8am-5pm, then the social work student should not regularly work evenings if there are no qualified social work supervisors on duty during this time.

Other Practicum Hour Information:

- All 224 Practicum hours must be completed within the semester the student is enrolled in Field I or Field II. Thus, students will not be able to make up missed hours once the semester has ended.
- Students are not able to finish their placement early by accumulating excesses hours through the course of the semester.
- Class homework assignments or projects are not valid reason to miss practicum.

- Travel to and from the student's home to the practicum site does not count toward practicum hours, however travelling from practicum site to related visits/events during the practicum day maybe counted toward their practicum hours.
- Should a placement be terminated due to unsatisfactory academic/non-academic performance by the student, the accumulated hours at termination will not be carried forward to a new placement.

Learning Contract: All practicum students are expected to develop learning contracts as a part of their practicum placement. This assignment is to be done by the student with input from the Practicum Instructor. The learning contract should reflect mutually-agreed upon learning goals for the semester. This document will be utilized as a part of the evaluation process with the Director of Field Education/Liaison. This document will be completed in IPT .

Weekly Journals: Students are expected to maintain documentation regarding their weekly practicum experiences. Student will document and submit these journals to the Director of Field Education/Liaison via Blackboard. Students are responsible for completing a written description in the format identified by the Director of Field Education/Liaison.

Field Seminar: Both Practicum I (SWK 330) and Practicum II (SWK 432) consist of the hours that a student spends at his/her practicum agency and a 3 hour practicum seminar, which meets bi-weekly. Students are expected to assume an active role in practicum seminar discussions and complete all required assignments. The student is expected to follow the NASW Code of Ethics and to respect confidentiality when reporting on agency experiences to the practicum seminar or in the practicum journal. Each group is led by the Director of Field Education/Liaison who visits the agency at least once each semester. The time in practicum seminar class cannot be included in the work time allowed for the agency practicum placement hours. Attendance at both the agency and at the practicum seminar is mandatory.

VI. Evaluation Procedures

Evaluation by Practicum Instructor of Student

Practicum Instructors are encouraged to regard the evaluation forms and process as a tool for supervision as well as a measurement of progress. The Practicum Instructor and student should complete the Practicum Evaluation portion of the Learning Contract at the end of the semester. The student will score each indicated practice dimension and provide comments, the Practicum Instructor will do the same once the student has completed their portion. Attention should also be given to evaluating how well the student has performed according to his/her the Learning Contract.

The Director of Field Education/Liaison will visit each student at his/her agency at least once during the semester. This will provide an opportunity for faculty to visit with the Practicum Instructor and/or the student and therefore address any particular concerns.

Practicum Instructors are asked to use the evaluation form to rate students on their performance as objectively as possible. Often, Practicum Instructors who have a good relationship with the student are reluctant to give critical feedback or to give anything but the highest of ratings. However, it is essential that even students who perform exceptionally well in the practicum are challenged to grow in new areas.

Evaluation of Practicum Education Program by Practicum Instructor

Practicum Instructors are asked to evaluate the Mount St. Joseph University Social Work Practicum Program. Practicum Instructor's feedback on the Program's performance is essential for continual improvement. This evaluation is to be completed at the end of the Spring semester.

Evaluation by Student of Practicum Instructor and Practicum Agency

The student is expected to assume responsibility for evaluation as a part of his/her professional development and growth. The three tools, which are utilized to guide the student in developing evaluation skills, are:

- 1) the learning contract;
- 2) the performance evaluation of the student; and,
- 3) the evaluation form of the practicum agency.

The learning contract allows the student to establish measurable goals and to facilitate supervisory conferences and self-evaluation. This is not a process which is "done to" the student but done with the student. The student should critically assess his/her performance and discuss self-perceptions along with those expressed by the Practicum Instructor. The student is also asked to complete an evaluation of the practicum agency and practicum instructor at the end of Fieldwork II & Seminar. This provides feedback to the Social Work Program and the practicum agency regarding the practicum site and allows the student to have input into improving the quality of future placements at this agency. These forms are required to be submitted before a final grade can be entered for the student.

Evaluation of Students by Director of Field Education/Liaison

The Director of Field Education/Liaison is continually assessing and evaluating students based on information from the students' journals, assignments, participation in practicum seminar, feedback from Practicum Instructors, and Practicum Instructors' end of the semester evaluations of student performance. The Director of Field Education/Liaison is responsible for determining the final grade for the semester based on performance both in the practicum and in the classroom. However, the assigned grade is not as significant as the learning and growth, which takes place for the student during the practicum.

VII. Policies Regarding Practicum

Social Work Credit for Life or Work Experience

Mount St. Joseph University Social Work Program does not grant social work course credit for previous life or work experience in whole or part, in lieu of practicum or for courses in the professional foundation areas. Social work courses include all courses identified in the Mount St. Joseph University Course Catalog as SWK requirements for the baccalaureate degree in social work.

Social Work Practicum Placement in Agency in Which Student is Employed

As a general policy, students are not placed in agencies in which they are employed. However, students who wish to explore the possibility of using their place of employment may submit a written request to the Director of Field Education accompanied by a written request from the administrator of the employing agency. Information provided by the administrator should include a description of the student's employment responsibilities, a schedule of work hours, and the name of the current or most recent work supervisor. The student should address how the practicum experience will differ from the work experience already at this agency. Requests are decided on a case-by-case basis by the Director of Field Education in consultation with the Program Director.

Approvals of requests are contingent upon the following:

- The agency must provide a practicum instructor who has not supervised the student in employment responsibilities.
- The student's learning opportunities including assigned tasks must be appropriate to undergraduate social work practicum education and demonstrably distinct from the student's employment functions.
- The schedule of hours designed for the practicum experience must be clearly delineated and separated from the work expectations.

The agreement between the Program and the student's place of employment shall be outlined in writing. Final approval of the employment setting will depend on all the criteria being met and approved in writing by the student's work supervisor, proposed practicum instructor, other appropriate agency personnel, and the Program's Director of Field Education/Liaison. It is the responsibility of the Director of Field Education/Liaison to monitor the agreed upon terms. Failure to comply with the agreement may result in termination of the practicum experience placement.

Safety

Practicum students have a right and responsibility to exercise precaution in order to reduce risks to their own safety. Students are expected to strictly follow practicum agency policies and procedures designed to ensure personal safety and reduce risk to agency employees, students, and clients. Certain practice settings present more risk than others, such as the harm that could come from infectious diseases, biohazards, and contact with persons who have tendencies toward the use of violence, and/or are dealing with emotionally charged situations and concerns. Practicum Instructors are also required to review safety procedures as outlined in the *Practicum Agency Student Orientation Checklist*, which is signed by the student and Practicum Instructor upon completion of the review. This orientation must be submitted via Intern Placement Tracker during the third week of placement. Students are expected to make any concerns regarding safety known to agency staff and the Director of Practicum Education/Liaison and should decline to engage in an activity that the student does not consider safe

Students Transporting Clients

Mount St. Joseph University secures professional liability insurance for the Mount and our Social Work students. Due to the limits of the professional liability insurance, students are unable to transport clients in their personal vehicles as a part of their practicum placement. Students are able to meet clients in the practicum, by driving to a designated location, but are not able to transport the client in their personal vehicle. Should the student be provided an agency vehicle and the student and client be covered by the agency insurance, the student would be able to transport the clients in the agency provided vehicle.

[Discrimination, Harassment, Sexual Harassment & Misconduct, and Retaliation](#)

The Social Work Program follows the policy on discrimination, harassment, sexual harassment and misconduct, and retaliation set forth by Mount St. Joseph University. Mount St. Joseph University (the "University") is committed to providing an educational environment free from discrimination and harassment on the basis of race, color, national origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, veteran status, or any other legally protected status. This policy focuses on incidents of sex discrimination (including sexual harassment and sexual misconduct), domestic violence, dating violence, and stalking. For incidents of discrimination, harassment, or retaliation related to race, color, national origin, religion, age, disability, veteran status or other

legally protected statuses (including sex discrimination outside the scope of Title IX), please see the University’s Equal Opportunity and Non-Discrimination Policy.

Sexual harassment, which includes sexual misconduct, is a form of sex discrimination. Conduct that may constitute sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, electronic, or physical conduct based on sex or of a sexual nature as defined in this policy

Sexual misconduct includes, but is not necessarily limited to, sexual assault (both nonconsensual intercourse and non-consensual sexual contact), sexual exploitation, and indecent exposure as defined in this policy.

The University will not tolerate any form of retaliation taken against anyone who makes a complaint of conduct prohibited by this policy or anyone who cooperates in the investigation of a complaint of conduct prohibited by this policy.

The University has designated Paige Ellerman, Vice President of Compliance, Risk, and Legal Affairs/Title IX Coordinator, as its Title IX Coordinator. Paige Ellerman can be contacted at 513-244-4393, Paige.Ellerman@msj.edu, 5701 Delhi Road, Cincinnati, OH 45233. The Title IX Coordinator is the individual responsible for responding to inquiries, addressing complaints, coordinating informal resolutions, formal investigations and adjudications, and coordinating compliance with the University’s responsibilities under Title IX of the Education Amendments of 1972.

Evening/Night and Weekend Practicum Placement

In some situations, a student may need an evening/night and/or weekend practicum placement. This may be arranged depending on the amount of notification given by the student to the Director of Field Education. When a request for an evening/night and/or weekend practicum placement is made, the student forfeits the choice of population or agency type that she or he prefers to have. These types of practicum placements must provide appropriate credentials and supervision coverage by the Practicum Instructor as noted in previous sections of this Practicum Manual. The availability of such placement sites is limited and cannot be guaranteed.

Holidays

Students in practicum are not required to complete practicum hours during the University’s calendar for holidays and breaks. However should the student elect not to complete practicum hours during that time, they must identify a plan to make up those hours during that same semester. Approval of this must be given by the Director of Field Education and the Practicum Instructor.

When the practicum agency observes holidays, students assigned to those agencies will conform with agency policy, however, the student will not be able to count missed practicum hours toward the practicum hours when the agency is closed for holidays. The student is expected to make up those hours during the same semester.

University Holiday and Break Calendar	
Fall 2024	Spring 2025
Labor Day- Monday September 2	MLK Holiday- Monday January 20
Mid-Semester Holiday- Friday October 4	Mid-Semester Holiday- Friday February 14
Thanksgiving Recess- November 25 – November 29	Spring Break- Monday March 3- Saturday March 7
	Easter Break- Friday April 18-21

Attendance

Students are expected to meet their attendance requirements at the practicum placement site each Practicum day. If students must be absent for any reason, they must notify the agency at the beginning of the work day in addition to contacting the Director of Field Education/Liaison. Students are allowed two personal days per semester. When a personal day is taken the student is able to count the number of hours they would have accumulated that day toward their weekly total. Student will need to note the personal day that was taken in the memo section of their time sheet in IPT. Any absences once the student has utilized their two personal days will need to be made up prior to the end of the current semester.

Student must complete his/her agency obligation by the end of the semester. Students who do not fulfill their obligation in achieving 224 hours by the end of the semester risk failing the course and required to repeat the course.

Other Attendance Related Guidelines:

- Child Care & Transportation Issues

It is the expectation that students are at their practicum placements on the days and at the times agreed upon by the student and the Practicum Instructor. Students must immediately report any absences or tardiness to the Practicum Instructor and Director of Field Education/Liaison. Should the student have already utilized their 2 personal days, absences because Child Care & Transportation Issues must be made up prior to the end of the semester,

- Personal Emergency

It is the expectation that students are at their practicum placements on the days and at the times agreed upon by the student and the Practicum Instructor. If the student has already utilized their 2 personal day and the student need to miss practicum due to a personal emergency, the student must make up the time missed prior to the end of the semester. Some examples are personal emergencies are death of a member of the family, or a personal illness. Lack of planning does not meet the requirement of a personal emergency.

Background Check Requirements

Some practicum placement agencies require that students undergo a criminal background check and/or finger printing before Practicum can begin. Some practicum placement sites may pay for these services; others require the student to pay all costs. Mount St. Joseph University does not require a background check of students. Questions should be directed to each agency regarding its specific policy regarding method of checking and to whom the information is reported.

Professional Liability Insurance

Student Practicum practice can expose students, faculty, and the Mount to a growing risk of allegations of malpractice or other accusations resulting in a lawsuit. Mount St. Joseph University secures professional liability insurance for the Mount and our Social Work students and faculty who are involved in, instruct and/or supervise in Practicum practice settings. Based on our current liability coverage, students cannot transport clients in their vehicles. Coverage includes limits of liability up to \$1 million per occurrence and up to \$5 million annual aggregate. The program is administered by Healthcare Providers Service Organization, and the insurance is provided by American Casualty Company.

Procedure for Termination from Practicum Placement

In order to remain in the Social Work Program, students must continue to meet the standards for professional conduct in the Practicum Placement. The social work student will:

- Demonstrate commitment to social work values as evidenced by maintaining behavior consistent with the National Association of Social Workers' Code of Ethics in Practicum related activities.
- Demonstrate responsible behavior in the practicum placement by attending agency placement at the times and days agreed upon by student, Practicum Instructor, and Social Work Program Director of Field Education/Liaison.
- Demonstrate responsible, professional behavior by following agency policy.
- Demonstrate responsible behavior by attending weekly supervision sessions and following directions of the supervisor.

The social work student is expected to conduct herself/himself in the agency as if a member of the professional staff.

Procedure for Addressing Non-Academic Standards

When a faculty member observes (or receives a report from a Practicum Instructor) behavior in a student that fails to meet the above stated standards, the following steps will be taken:

Step 1 – Meeting between the faculty member and the student.

The faculty member calls a meeting with the student to discuss his/her performance. The student is informed about the behavior under review and is asked to make a formal response to the problem areas noted. At the same time, the faculty member will confer with Practicum Instructor(s) and other Social Work faculty to determine the student's overall performance in the Program. This is done to ascertain the degree to which the observed poor performances occur. If the behavior or problem is not pervasive, then the matter will be handled between the faculty member and the student with documentation of the meeting.

Step 2 – Formal Meeting

If Social Work faculty concur about the seriousness of the student's difficulties or provide additional evidence of failure to manifest the non-academic standards, a meeting will be held to discuss the alternatives available to the student for corrective action. The meeting with the student may also include the Practicum Instructor if the problematic behavior originated in the practicum agency.

At the meeting the faculty member presents the areas of inappropriate or below standard performance to the student in order to hear the student's evaluation of his/ her performance and the reasons. A plan is developed collaboratively with the student in order to remediate the problem if the student wishes to remain in the Program; a written record of the plan is kept in the student's file. **The corrective action should be completed within the remainder of the semester, but no longer than the end of the following semester.** If the problem occurs prior to the first practicum course, she/he will not be able to enroll in Practicum I. If it occurs during or after the first practicum course, the student will not be able to enroll in practicum II until the problem has been remedied.

Step 3: Follow-up Meeting

A follow-up meeting is arranged at the end of the time period to evaluate the student's progress.

** If the committee agrees that the behavior has been remedied completely or well enough for enrollment in the Practicum course, the student may proceed, and a follow-up meet will be planned.

** If there is no evidence that the problematic areas have been remedied, then the committee will **inform the student of dismissal from the program.**

At this point the student has recourse to either the Social Work program's appeal process or the College procedure (as described in the Mount St. Joseph University Student Handbook).

Student Appeal Process –Social Work Program

If a student wishes to appeal a dismissal from the program, he/she must file a request with the Social Work Program Director within three weeks of the dismissal letter. The student may ask any University instructor or adviser (does not need to be a social work faculty member) to serve as a consultant to help him or her collect the necessary data to explain the student's needs and reasons why she/he should be retained in the program. A hearing will be held within two weeks of receipt of request. The review committee will consist of the Program Director, another social work faculty member, and a senior student (to be selected from a pool of students willing to participate in this judicial process). A decision will be granted within one week following the hearing.

In the matter of disciplinary probation in the college, please refer to the Mount St. Joseph University Student Handbook, pp. 45-59, "Student Life Standards and Disciplinary Policy and Procedures" (2018-2019).

Policy on Academic Grade Appeal

Consistent with the University's mission, course instructors have both the right and responsibility to render constructive and critical judgment regarding the quality of the academic work performed by students according to the grading criteria stated in the respective course syllabus. While a University student may appeal a final course grade consistent with this policy, a student must prove that the University's course instructor issued the final grade in an "inaccurate or unfair" manner in order to be successful. Consequently, a final course grade appeal is a significant assertion by a student against a course instructor that is taken seriously by the University.

A student may appeal a final grade received in any University course (the "Grade") within ten (10) business days (excluding University holidays) of a final course grade being posted to the University's electronic grade posting system(s) (the "Appeal Deadline").

A student may appeal a Grade only when the student believes that the Grade is inaccurate or unfair based on the grading criteria stated in the course syllabus. In all Grade appeals, the student has the burden of proof. All of the student's test results, work-product, and/or other grade criteria set forth in the course syllabus may be considered in the Grade appeal process.

The following procedure must be followed by a student when making a grade appeal:

1. **Written Notice of Appeal:** On or before the Appeal Deadline, the student must provide written notice to the course instructor and dean of the school in which the course is taught (the "Dean") that the student is appealing the Grade. The written notice of appeal must include:
 - a. Confirmation of the date, time, and location when the student discussed the student's concerns about the Grade with the course instructor prior to submitting the written notice of appeal;
 - b. Details supporting the student's position that the Grade is inaccurate or unfair based on the grading criteria stated in the course syllabus; and,
 - c. A request by the student for a conference with the course instructor and school dean to discuss the Grade appeal.

(collectively, the "Notice of Appeal"). In the event that the course instructor is also the Dean, another full-time faculty member in the school in which the course is taught shall be appointed

by the Office of the Provost to preside over this Grade appeal process instead of the Dean (the “Appeal Faculty”) to permit the Dean to serve in the course instructor role during the appeal.

2. **Appeal Conference:** Following receipt of the Notice of Appeal, the Dean or Appeal Faculty shall schedule an appeal conference with the course instructor and student, which conference shall occur within ten (10) business days (excluding University holidays) of receipt of the Notice of Appeal (the “Appeal Conference”). Prior to the Appeal Conference, the course instructor shall provide documentation to the Dean or Appeal Faculty supporting the Grade. The Dean or Appeal Faculty presides over the Appeal Conference. The student may be accompanied to the Appeal Conference only by (a) the student’s assigned University academic advisor, or (b) another full-time member of the University faculty. Any individual who accompanies a student to an Appeal Conference shall not advocate for the student, and may only provide support to the student.
3. **Grade Appeal Decision:** The Dean or Appeal Faculty shall render a written decision granting or denying the Grade appeal to the student and course instructor within five (5) business days (excluding University holidays) of the Appeal Conference (the “Grade Appeal Decision”).
4. **Provost Review of Grade Appeal Decision:** In the event that the Grade Appeal Decision is unsatisfactory to either the student or course instructor, both the student and the course instructor shall have five (5) business days (excluding University holidays) from the receipt of the Grade Appeal Decision to request that the Office of the Provost review the Grade Appeal Decision (the “Provost Review Notice”). A Provost Review Notice shall be in writing and must include:
 - a. All documents comprising the Notice of Appeal;
 - b. A copy of the Grade Appeal Decision;
 - c. A cover letter detailing the specific reasons that the student or course instructor believes that the Grade Appeal Decision is incorrect.

In its sole discretion, the Office of the Provost may request additional documentation from the Dean or Appeal Faculty who presided over the Appeal Conference. The Office of the Provost shall review the collective documentation related to the Grade and render a final decision regarding the Grade appeal (the “Provost Final Decision”) within ten (10) business days (excluding University holidays) of receiving the Provost Review Notice. The Provost Final Decision is binding and is not subject to further appeal.

5. If the course for which the Grade is being appealed is a prerequisite to another course, the student appealing the Grade may seek written permission from the Office of the Provost to enroll in the next course in the sequence while the appeal is pending, which permission shall be granted or denied in the sole discretion of the Office of the Provost.
6. No legal counsel for the student or course instructor may be involved in any step of the Grade appeal process.
7. A student may withdraw a Grade appeal at any juncture by making a written request to the Dean or Appeal Faculty, who will notify the Office of the Provost.

VIII. FORMS

Application for Social Work Practicum

Students that submit complete applications will have priority in practicum interviews over students that submit complete applications later on. Applications must include current resume and each application will be date/time stamped upon submission to ensure fair, objective process for all social work practicum applicants. Please note that this application is considered complete only if submitted with a current resume.

Student name: _____

Email address: _____

Preferred phone number: _____

TO BE COMPLETED BY SOCIAL WORK FACULTY OR STAFF MEMBER:
Date/Time Received _____
Resume Received With Application: YES NO

Please mark your preferences for working with each listed population group and each practicum of social work practice for **potential** agency placement and career interests using this rubric:

1=First Choice 2=Second Choice 3=Third Choice 4=Fourth Choice

<p style="text-align: center;">Population Groups:</p> <p>___ Children (Ages? _____)</p> <p>___ Adolescents (Ages? _____)</p> <p>___ Adults of all ages</p> <p>___ Older & Disabled Adults</p> <p>___ Families</p> <p>___ Immigrants/Refugees</p> <p>___ Any other comments:</p>	<p style="text-align: center;">Fields of Practice:</p> <p>___ Child welfare</p> <p>___ Mental Health</p> <p>___ Housing/homelessness</p> <p>___ Juvenile Justice/Corrections</p> <p>___ Substance Abuse</p> <p>___ Domestic violence</p> <p>___ Human trafficking</p> <p>___ Any other comments:</p>
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Based on the Social Work Practicum Agency List, are there specific agencies that may be of interest to you in context of your educational/career goals? **List your top three below:**

1 st :	
2 nd :	
3 rd :	

Do you currently or will you have Senior standing, by the first semester of your practicum placement?	Yes	No
Do you have a GPA of 2.3 or higher?	Yes	No
Do you have access to a car for your internship?	Yes	No
Do you have any physical or other limitations that would impact your ability to participate in an internship?	Yes	No
Would you consider a placement in which you had to pay for parking?	Yes	No
Would you prefer a placement outside of Hamilton County, Ohio? If yes, please identify preferred counties:	Yes	No
Are you currently employed Full time?	Yes	No
If yes, are you in need of an evening or weekend placement?	Yes	No
Do you have anything of a personal nature that should be taken into consideration when planning for your practicum placement? (ex. Criminal history, abuse/neglect substantiations, physical needs, learning disability etc.) If yes, please explain: _____	Yes	No

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Social work students are required to complete 224 practicum hours over the course of 14 weeks in each of two consecutive semesters they are enrolled in SWK 330 and SWK 432. This equates to approximately 16 hours per week, totaling 448 practicum hours annually. Students should aim to have flexibility in their academic and work schedules to achieve this goal. Students in need of evening and weekend practicum hours understand that their preference for population and practicum of practice will be **extremely limited**. Commuting time, lunch and other breaks during the practicum day, as well as, time for practicum seminar are **not** to be counted as part of the 450 total hours. Students whose practicum days land on University/Agency holidays and breaks will need make these hours up during the same academic semester, to ensure that a total of 224 hours are achieved **each** semester.

Students are required to follow the National Association of Social Workers Code of Ethics in the practicum and are required to read the current Mount St. Joseph University Practicum Manual to be fully oriented to College and Social Work Program academic and practicum policies. Students will complete interviews with prospective agencies. The student, agency, and Director of Field Education must be in agreement for the student to be placed at an agency. Should the student decline an agency offer for placement and another placement not be found, the student will not be eligible to enroll in SWK 330.

By my signature, I acknowledge that I have read, understand, and agree to comply with all policies, criteria, and procedures described in the Social Work Practicum Manual and I am now submitting my application for the social work practicum .

Student Signature_____Date_____

This form is due back to , Roxana Holland via email at Roxana.Holland@msj.edu

BSW Practicum Placement Confirmation

BSW Practicum Placement Confirmation

Practicum Instructor, please provide a copy of your updated resume along with this form.

Once completed, the student and Practicum Instructor should retain a copy of this form. The original should be scanned and emailed to the Director of Field Education, Roxana.Holland@msj.edu.

Student Information

Name: _____

Phone Number: (Home): _____

(Cell): _____

Agency Information

Name: _____

Address: _____

Phone Number: _____

Practicum Instructor Information:

The Practicum Instructor is required to have a social work degree from a Council on Social Work Education accredited BSW or MSW program and two years post-degree experience. Also, they must have been employed at the agency for a minimum of 6 months.

Name: _____

Title: _____

E-mail: _____

Phone Number: _____

Fax Number: _____

Length of employment with agency: _____

Degree Type: BSW MSW/MSSW

Institution where degree was earned: _____

Year degree was earned: _____

Task Supervisor Involvement: Yes No

If yes, please provide the information below:

Name: _____

Title: _____

E-mail: _____

Phone Number: _____

Please list the names and positions of other staff members who may be involved in the student's instruction on a regular basis.

Please note any special requirements or considerations for this placement (e.g., bus route, parking, dress code, hours when best learning experiences are available).

Practicum Instruction Schedule

Start date of the placement: _____
End date of the placement: _____

The student will attend the practicum placement on:

(Day) _____ from (Hours) _____
(Day) _____ from (Hours) _____
(Day) _____ from (Hours) _____
(Day) _____ from (Hours) _____

One hour supervision with Practicum Instructor will take place on:

(Day) _____ from (Hours) _____

Signatures: I have reviewed and agree to the contents of this form:

Student Date

Practicum Instructor Date

Task Instructor Date

Director of Field Education Date

Practicum Agency Agreement

**Department of Sociology and Social Work
Practicum Agency Agreement
SWK 330/SWK 432**

Date _____

_____ agrees to provide supervised learning for our
(Agency name and division)
Baccalaureate level social work student, _____
(Name of student)
for a total of 448 hours to be completed over the course of two semesters which are _____ and
_____ (unless illness or emergency warrants an extension of the time period).

The agency designates _____ to serve as a Practicum Instructor for the student(s). This person shall meet with the student on a regular basis at least one hour per week and shall monitor his/her activities to review progress on learning goals and to make assignments.

Each student and the Practicum Instructor, in consultation with the Director of Field Education/faculty liaison from the university, will establish a learning contract to promote the student's mastery of the stated learning objectives held for SWK 330/SWK 432 and to complete an evaluation of the student's performance at the end of the semester. The Practicum/Task Instructor agrees to attend one workshop or meeting per semester on campus for practicum instructors and/or students.

The practicum work agency has the right to terminate the student's practicum placement (with appropriate explanation and notice given to the student and faculty liaison) if the agency believes that the agency or student is unable to fulfill the expectations of this agreement. The Social Work Department of the University reserves the same right to terminate a practicum placement (with timely notification of the practicum instructor/agency) if the University does not believe that the agency is fulfilling the expectations of this agreement.

Student's Signature: _____

Practicum Instructor's Signature: _____

Task Instructor's Signature (If applicable): _____

Director of Field Education Signature: _____

Agency Executive's Signature (where necessary): _____

Social Work Practicum Agency Student Orientation Checklist

Description: Practicum/Task instructor and student are to complete orientation within the first 2 weeks of Field I. If the student is in Field II, but this is their first semester at the site, the Practicum/Task Instructor and student are to complete orientation within the first 2 weeks. Upon completion, both the Practicum/Task Instructor and the student sign this form to indicate that components have been addressed and discussed as appropriate to practicum setting. Student will be responsible for turning in form to Director of Field Education by due date designated in syllabi. Please write in comments as needed! Thank you very much

ORIENTATION TASKS	Please mark with an "X" when completed. Thank you!	
Introduction to Practicum Agency (mission, goals, programs,/services history, board of directors, management team, funding & fee-for-service structures, philosophy of care and/or practice models, best practice methods, relevant policies for interns/staff, etc.)		
Introductions to staff, stakeholders, volunteers, and clients.		
Description of community & organizational context & current client demographics and needs		
Orientation to agency safety procedures (for staff/volunteers/clients)		
Orientation to safety procedures during any agency emergency, including contacts/policies for weather related closures		
Review policies/contacts for student reporting any potential absences and/or tardiness		
Review of agency policy regarding use of social media and Internet-based technologies		
Review of policy and procedures regarding client intake/admissions/eligibility/services		
Explanation of policies specific to transportation of clients/residents. (Please keep in mind that Mount St. Joseph University practicum students cannot transport clients/residents, however are able to meet clients/residents in the practicum)		
Orientation to client record-keeping/charting, and related policies and procedures		
Orientation to policies of confidentiality, release of information, client rights, client fees, reporting of suspected abuses, ethical guidelines for staff, etc.		
Orientation to agency policies regarding HIPAA, discrimination, sexual harassment, the Americans with Disabilities Act, and/or any others that apply to staff, volunteers, and clients		
Orientation to intern work space, office access and security procedures, access to office supplies, telephone and other relevant technologies (ex: computer systems)		
Discussion of agency training opportunities that are available to intern		
Review information about student parking at location(s), mileage policies, any reimbursement policies/procedures for intern-related activities		
Completion of any agency requirements (ex: application, criminal background check)		
Review and confirm regular, consistent internship hours (16 hours per week minimally), with understanding that 224 hours are required each semester.		
Review and confirm schedule of weekly supervision meetings (minimally 1 hour weekly) with Practicum Instructor.		
Discussion of policies, procedures, forms in Mount St. Joseph University Social Work Practicum Manual		
Begin to review, identify, and/or develop tasks for Learning Contract.		
Practicum/Task Instructor Signature	Date Orientation Completed	Student Intern Signature
<i>Comments:</i>		

BSW Practicum Weekly Time Sheet

BSW Practicum Weekly Time Sheet

Student Name: _____ **Agency Name:** _____

Please enter dates you are at practicum site. Document time in and time out for each day and total hours on a weekly basis. Travel time to/from practicum site do not apply toward completion of practicum hours.

Date	Day	Time In	Time Out	Time In	Time Out	Total Hours
	Sunday					
	Monday					
	Tuesday					
	Wednesday					
	Thursday					
	Friday					
	Saturday					

Total Practicum Hours Completed This Week: _____

Total Practicum Hours Completed To Date This Semester: _____

Signature of practicum instructor and student reflects that student has completed practicum hours outlined above. If there are unresolved discrepancies, please request communication to the Field Director in section below. Feel free to write comments on form to facilitate communication with faculty at Mount St. Joseph University. Thank you!

Student Signature:		Date:	
Practicum Instructor Signature:		Date:	

AGENCY PRACTICUM INSTRUCTOR SECTION ONLY:

Practicum Instructor requests consultation from Mount St. Joseph University Field Director. Check box to the right to have Mount St. Joseph University faculty contact you. Otherwise, please leave blank. Thank you!	<input type="checkbox"/>
Comments:	

The weekly practicum timesheet is to be submitted to the Field Director via IPT by the following Tuesday of each week, by 11:59pm. Keep in mind this form must be signed by your Practicum/Task Instructor or it will not be accepted.

BSW Practicum Education Learning Contract/Evaluation

Mount St. Joseph University
Department of Sociology and Social Work
BSW PRACTICUM EDUCATION LEARNING CONTRACT/EVALUATION

Name of Student	
Name of Supervisor(s)	
Agency	
Address	
Phone & Email	
Student Email	
Hours completed (at evaluation)	

The learning contract provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the practicum agency. It is designed to give direction and learning structure to the practicum experience and is developed around the core practice competencies that are designated in the 2022 Educational Policy and Accreditation Standards (EPAS) by the Council on Social Work Education (CSWE).

Establishing The Learning Contract

It is the joint responsibility of the student and practicum instructor to negotiate the learning contract content within the 3 weeks of the practicum placement. The student is responsible for providing a copy of the learning contract to the Director of Practicum Education/Field Liaison.

This learning contract outlines the 9 core competencies and 20 practice dimensions that all accredited social work programs are required to measure. Each practice dimension has suggested tasks, which can be modified to fit the agency setting. There is also an area for each in each practice dimension, where the student and Practicum Instructor can create an additional task not listed.

During the process of establishing the initial contract, the student and Practicum/Task Instructor should identify at least 2 tasks under each practice dimension that will be completed by the end of their Field II practice experience. Students in Field I and supervisors should choose 10 practice dimensions to complete during the fall semester, with the remainder to be completed in the spring semester. This will be indicated by identifying which practice dimension will be completed in the Fall or Spring column of the Learning Contract.

Mid-Practicum Evaluation

The student and their Practicum/Task Instructor will complete the Mid Practicum Experience Evaluation at the end of the Field I placement. At that time they will only be evaluating practice dimensions that they indicated would be addressed during the fall semester, which was determined when the learning contract was established. The student will complete a self-evaluation on each practice dimension indicated using the scoring guide below. The student will also provide comments on their proficiency level of each competency covered during that semester. Once the student has completed their self-evaluation, the Practicum/Task Instructor will follow the same model scoring each practice dimension indicated and providing comments on each competency.

The Mid-Practicum evaluation scores and comments provided by both the student and Practicum/Task Instructor are reviewed with the Director of Field Education/Field Liaison, at the end of Field I on-site conference.

Final Practicum Evaluation

The student and their Practicum/Task Instructor will complete the evaluation portion on **ALL** competencies and practices on the Learning Contract at the end of Field II placement (spring). The student will complete a self-evaluation on each practice dimension using the scoring guide below. The student will also provide comments on their proficiency level of each competency. Once the student has completed their self-evaluation, the Practicum/Task Instructor will follow the same model scoring each practice dimension and provide comments on each competency.

The student and the Practicum/Task Instructor are also able to update any changes in progress that have been made to competencies’ and practices that were initially reported at the Mid-Practicum experience as well. The evaluation scores and comments provided by both the student and Practicum/Task Instructor are reviewed with the Director of Field Education/Field Liaison, at the end of Field II on-site conference.

Grading

Due to the nature of this course, students will be evaluated in two separate ways. The first method of evaluation will be based on their Mid-Practicum/Final Practicum Evaluation. Due to the emphasis placed on the student displaying CSWE competencies based on their learning contract, the student must obtain 30/50 point on their Mid-Practicum Evaluation from their Practicum Instructor or 60/100 points on their Final Practicum Evaluation from their Practicum Instructor to pass this course.

Learning Contract Evaluation Conversion to Blackboard Points:

	Practicum Instructor Score	Blackboard Points
Mid-Practicum Evaluation	30 or above	600
Mid-Practicum Evaluation	29 or below	0
Final Practicum Evaluation	60 or above	600
Final Practicum Evaluation	59 or below	0

5- Superior Competence	The practicum student has excelled in this area, as demonstrated by behavior.
4- Above Average	The practicum student is functioning above expectations in this area, as demonstrated by behaviors.
3-Competent	The practicum student has met the expectations for in this area, as demonstrated by behaviors.
2-Needs Improvement	The practicum student has not yet met the expectations in this area through demonstration of behaviors but gives indication they can do so in the near future.
1-Unsatisfactory	The practicum student has not met the expectations in this area through demonstration of behaviors and does not give indications they can do so in the near future.
0- No opportunity	As yet to have the opportunity to demonstrate knowledge, awareness, and skills as a practicum student

Competency #1: Demonstrate Ethical and Professional Behavior

Fall/Spring	Practice Dimensions	Suggested/Possible Task(s)	Student Score	Instructor Score
	<p>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;</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate ability to understand and apply code of ethics as it applies to interaction with clients, other social workers and various members of the community <input type="checkbox"/> Identify two (real/imagined/potential) ethical dilemmas and discuss how/why the situations present as dilemmas <input type="checkbox"/> Discuss with supervisor potential conflicts between local laws and the NASW code of ethics <input type="checkbox"/> Other- _____ _____ 		
	<p>Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication*</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review and discuss with supervisor agency policies regarding professional conduct <input type="checkbox"/> Demonstrate knowledge and skills regarding professional attire, promptness, work-related notifications to supervisor, and in interpersonal interactions with agency staff <input type="checkbox"/> Discuss with supervisor any existing challenges the student worker faces in comfortably conducting oral (in person/via telephone), written or electronic communication with clients or collaterals <input type="checkbox"/> Other- _____ 		
	<p>Use technology ethically and appropriately to facilitate practice outcomes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss with supervisor agency policy on use of technology regarding communication on client matters <input type="checkbox"/> Solicit feedback and discuss with supervisor the students electronic communication and social media policy developed in seminar course <input type="checkbox"/> Discuss with supervisor benefits and challenges associated with use of technology to communicate with/about clients <input type="checkbox"/> Use technology to learn one new evidenced-based practice model/intervention and share with supervisor <input type="checkbox"/> Other- _____ _____ _____ 		

	Use supervision and consultation to guide professional judgment and behavior	<input type="checkbox"/> Provide an agenda/list of discussion points and questions for weekly supervision <input type="checkbox"/> Demonstrate an understanding of how informal supervision by colleagues can be helpful or hurtful <input type="checkbox"/> Discuss professional and career goals with supervisor <input type="checkbox"/> Other- _____ _____		
Student Comments C1:				
Practicum/Task Instructor Comments C1:				

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice				
Fall/Spring	Practice Dimensions	Suggested/Possible Task(s)	Student Score	Instructor Score
	Advocate for human rights at the individual, family, group, organizational, and community system levels; and	<input type="checkbox"/> Identify agency procedures and activities that promote social, racial, economic or environmental justice <input type="checkbox"/> Discuss community standards/values or state/federal regulations/policies that may limit rights, advance forms of oppression, and/or remove power from individuals, families, groups, and communities <input type="checkbox"/> Identify and shadow at least one agency/program that is focused on advocacy work <input type="checkbox"/> Other- _____ _____		
	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="checkbox"/> Write and submit a letter to a public official regarding client injustice, rights violation, or other harmful policies/legislation <input type="checkbox"/> Review ways in which clients are informed of their rights and the grievance processes, identify and make recommendations for needed changes related to this process <input type="checkbox"/> Attend and speak at local government or community meeting regarding policy or legislation that impact human rights to promote social, racial, economic, and environmental justice <input type="checkbox"/> Other- _____ _____		
Student Comments C2:				
Practicum/Task Instructor Comments C2:				

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Fall/Spring	Practice Dimensions	Suggested/Possible Task(s)	Student Score	Instructor Score
	<p>Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review agency diversity training requirements, if any, and make recommendations to supervisor to address gaps related to anti-racist and anti-oppressive practices within trainings <input type="checkbox"/> Identify 2 existing clients within the agency and discuss the student's perspective on barriers to service clients may have faced due to the client's race, culture, and general background <input type="checkbox"/> Research, discuss, and present to supervisor similarities and differences between Anti-racist/anti-oppressive practices and traditional DEI practices <input type="checkbox"/> Compare and contrast the make of the agency employees and the population they serve. Identify and discuss ways this could impact clients' experience within the agency <input type="checkbox"/> Other-_____ 		
	<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect (in writing and review with supervisor) upon own race, culture, privilege, power and general background and their potential effect on relationships with clients <input type="checkbox"/> Demonstrate the ability to facilitate client self-determination in situations where differences exist between client and agency goals <input type="checkbox"/> Identify and discuss at least one personal bias (student's) and value that might potentially influence the student's work with any diverse group <input type="checkbox"/> Shadow a social worker in a rural area and compare/contrast barriers faced by the population served. (or vice versa) <input type="checkbox"/> Other-_____ 		

Student Comments C3:

Practicum/Task Instructor Comments C3:

Competency #4: Engage In Practice-informed Research and Research-informed Practice

Fall/Spring	Practice Dimensions	Suggested/Possible Task(s)	Student Score	Instructor Score
	Apply research findings to inform and improve practice, policy, and programs	<ul style="list-style-type: none"> <input type="checkbox"/> Research articles that support the use of agency interventions with the specific population they target, taking into consideration race, gender, socioeconomic status etc and discuss with supervisor <input type="checkbox"/> Research evidence-based policies informing agency practice and client population; discuss with the supervisor <input type="checkbox"/> Read and discuss at least two journal articles on a topic related to client issues with supervisor and staff <input type="checkbox"/> Other _____ 		
	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	<ul style="list-style-type: none"> <input type="checkbox"/> Attend training/workshop on new research or policy and discuss the applicability and implications of the findings <input type="checkbox"/> Identify governmental agency that develops and distributes best practices for the practicum population student serves <input type="checkbox"/> Meet with agency research/outcome measurement staff and discuss how they report and interpret findings. <input type="checkbox"/> Identify an area of practice with new research made available. Compare agency practice against research findings <input type="checkbox"/> Meet with agency IRB department to identify and discuss specific protections put in place to vulnerable population <input type="checkbox"/> Other-_____ 		

Student Comments C4:

Practicum/Task Instructor Comments C4:

Competency #5: Engage in Policy Practice				
Fall/Spring	Practice Dimensions	Suggested/Possible Task(s)	Student Score	Instructor Score
	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and	<input type="checkbox"/> Research and discuss laws/ current bill proposals that affect agency and client populations; discuss with the supervisor <input type="checkbox"/> Review the social work licensure process in two different states, discuss with supervisor the barriers this process could present to potential applicants, especially applicants of marginalized and historically underrepresented communities <input type="checkbox"/> Research how one applies for social support services in two different Ohio counties or in two different states, e.g., SSI/SSDI, SNAP benefits, TANF, etc. Compare and contrast barriers that exist within the application process and delivery of services in both areas <input type="checkbox"/> Other-_____		
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice	<input type="checkbox"/> Attend and participate in community/ state advocacy events and/ or attend city council/ community council meetings in the students' community or the community of the practicum agency <input type="checkbox"/> Assess the differential impact of voting policies on diverse populations represented at the practicum agency, discuss findings with supervisor <input type="checkbox"/> Learn the process of writing a policy brief and present a draft for <input type="checkbox"/> Other-_____		
Student Comments C5:				
Practicum/Task Instructor Comments C5:				

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

Fall/Spring	Practice Dimensions	Suggested/Possible Task(s)	Student Score	Instructor Score
	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss at least one social work theory, perspective, or concept and its relevance to understanding or working with the client population <input type="checkbox"/> Identify one client for discussion during supervision and detail important facts concerning his/her biological, social, cultural, psychological, and spiritual development <input type="checkbox"/> Discuss a concrete example with supervisor how HBSE or theoretical knowledge can be used in the engagement process <input type="checkbox"/> Other- _____ _____ 		
	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the differences and implications between sympathy and empathy <input type="checkbox"/> Review literature on rapport-building/ interpersonal skills with diverse populations. Discuss with supervisor and practice applying concepts at practicum <input type="checkbox"/> Complete process/summary recording after a client interaction and identify examples of active listening, attending, reflective listening, use of empathy etc. <input type="checkbox"/> Other- _____ _____ 		

Student Comments C6:

Practicum/Task Instructor Comments C6:

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

Fall/Spring	Practice Dimensions	Suggested Task(s)	Student Score	Instructor Score
	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	<ul style="list-style-type: none"> <input type="checkbox"/> Observe/complete client assessment and following session complete genogram/Eco map. Discuss findings with supervisor. <input type="checkbox"/> Discuss the potential for bias in the assessment process with the supervisor. <input type="checkbox"/> Demonstrate the ability to use at least two different client assessment tools and identify the strengths and limitations of each <input type="checkbox"/> Other-_____ 		
	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss and roleplay with the supervisor ways to develop mutually agreed upon plans with a client whose goal does not align with providers or agency mission <input type="checkbox"/> Develop a client care/treatment plan and discuss the rationale for the selection of goals <input type="checkbox"/> Review a previously completed client assessment and discuss your suggestions for alternate intervention goals and objectives (other than those already chosen) <input type="checkbox"/> Other-_____ 		

Student Comments C7:

Practicum/Task Instructor Comments C7:

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

Fall/Spring	Practice Dimensions	Suggested Task(s)	Student Score	Instructor Score
	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals;	<ul style="list-style-type: none"> <input type="checkbox"/> Observe another individual facilitating a group, reflect, and discuss ways the group could be enhanced or changed to meet the cultural needs of a specific population with a supervisor <input type="checkbox"/> Demonstrate ability to facilitate group interactions while being culturally responsive to diverse client needs <input type="checkbox"/> Review a previously completed intervention plan and discuss suggestions for alternate interventions and ways current interventions are culturally responsive <input type="checkbox"/> Other-_____ 		
	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<ul style="list-style-type: none"> <input type="checkbox"/> Link a client with external resources for material assistance/support that directly considers their cultural needs <input type="checkbox"/> Identify new psychoeducational groups that could be used at the agency to target the cultural needs of various clients/contingencies, discuss identified groups with the supervisor <input type="checkbox"/> Discuss with the supervisor your observations of how diverse individuals, families, groups, and/or communities may have unmet needs and suggest possible solutions <input type="checkbox"/> Other-_____ 		

Student Comments C8:

Practicum/Task Instructor Comments C8:

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

Fall/Spring	Practice Dimensions	Suggested Task(s)	Student Score	Instructor Score
	Select and use culturally responsive methods for the evaluation of outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> Design/use a basic pre-and post-test for clients, discuss with supervisor alterations that could be made to test based on the cultural needs of the client population <input type="checkbox"/> Discuss with the supervisor tools the agency uses to evaluate client outcomes and available variations of evaluation tools based on the cultural needs of the client <input type="checkbox"/> Discuss with supervisor tools the agency uses to evaluate agency effectiveness and impact on services provided <input type="checkbox"/> Other-_____ 		
	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities	<ul style="list-style-type: none"> <input type="checkbox"/> Review findings from the most recent agency audit and make suggestions for improvement based on the finding <input type="checkbox"/> Discuss the peer review process and changes that have been made due to findings from the peer review process <input type="checkbox"/> Analyze the results from a client satisfaction interview/survey <input type="checkbox"/> Other-_____ 		

Student Comments C9:

Practicum/Task Instructor Comments C9:

Practicum/Task Instructor Only: Overall summary statement of student's strengths and areas needed for further development.

Total Student Mid-Practicum Evaluation Score: _____/50

Total Practicum/Task Instructor Mid-Practicum Evaluation Score: _____/50

Total Student Final Evaluation Score: _____/100

Total Practicum/Task Instructor Final Evaluation Score: _____/100

Learning Contract Establishment Signature:

Student Date

Task Instructor Date

Practicum Instructor Date

Dir. Of Field Education Date

Mid-Practicum Evaluation Signatures:

Student Date

Task Instructor Date

Practicum Instructor Date

Dir. Of Field Education Date

Final Evaluation Signatures:

Student Date

Task Instructor Date

Practicum Instructor Date

Dir. Of Field Education Date

Student Evaluation of the Agency

Department of Sociology and Social Work
Student Evaluation of the Agency
(Completed at the end of the Field II)

Name _____

Agency Assigned _____

Time Period for the Practicum Experience

Please circle the answer to the following questions. Answer as honestly as possible, your response will be used in making an assessment for agency selection in the future.

Agency

1. Were service/learning experiences provided that allowed you to work with members of various ethnic groups?
Yes No Uncertain

2. Were appropriate supervision and instructional personnel provided to ensure quality service/learning experiences?
Yes No Uncertain

3. Were service/learning experiences provided that ensured direct involvement with clientele in a manner consistent with professional social work development?
Yes No Uncertain

4. Were there adequate space and supplies?
Yes No Uncertain

5. Were opportunities provided to utilize new approaches of social work interventions?
Yes No Uncertain

6. Did the agency provide travel reimbursement for expenses incurred while performing agency business?
Yes No Uncertain

7. Did the agency provide written copies of its rules and regulations?
Yes No Uncertain

8. Did the agency provide easy access to records for learning experiences?
Yes No Uncertain
9. Did the staff reflect the local diversity?
Yes No Uncertain
10. Was the agency and other staff members prepared for the arrival of students?
Yes No Uncertain
11. Were opportunities available for exposure to the total operation and activities of the agency?
Yes No Uncertain

Supervision

12. Were weekly supervisory session held between you and your Practicum Instructor?
Yes No Uncertain
13. Were the supervisory sessions beneficial?
Yes No Uncertain
14. Did you have access to your Practicum/Task Instructor when needed?
Yes No Uncertain
12. Was adequate time allotted for consulting with your Practicum/task Instructor?
Yes No Uncertain

Learning Activities

16. Were there opportunities to learn about the structure of organizations and service delivery systems?
Yes No Uncertain
17. Were there opportunities to discuss and/or work toward making necessary organizational change?
Yes No Uncertain
18. Were there opportunities to use theoretical frameworks to understand individual development and behavior across the life span, and the interactions between individuals and among individuals and families, groups, organizations, and communities?
Yes No Uncertain

19. Were there opportunities to apply the knowledge (from textbooks) and skills of generalist social work practice with systems of all sizes?
Yes No Uncertain
20. Were there opportunities to apply the value base of the profession and its ethical standards and principles (SW Code of Ethics), and practice accordingly?
Yes No Uncertain
21. Were there opportunities to evaluate research studies, apply research findings to practice, and evaluate your own practice interventions (applying knowledge from research classes)?
Yes No Uncertain
22. Were there opportunities to describe the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice?
Yes No Uncertain
23. Were there opportunities to use supervision and consultation appropriate to social work practice?
Yes No Uncertain
24. Were there opportunities for you to practice advocacy skills either in a written or verbal manner?
Yes No Uncertain
25. Were there opportunities to use communication skills differentially across client populations, colleagues, and communities?
Yes No Uncertain
26. Were there opportunities to apply critical thinking skills within the context of professional social work practice?
Yes No Uncertain

Summary Of Experience

27. What would you list as the positive features of the practicum placement?

28. What would you list as the features of the practicum placement which should be improved?

29. Would you recommend this agency as a site for future student placements? Why?

30. What recommendations would you make regarding this placement site?

Evaluation of Social Work PRACTICUM Program By Practicum Instructor

**Department of Sociology and Social Work
Evaluation of Social Work PRACTICUM Program
By Practicum Agency**

Please help us by providing feedback on our performance with you and your agency. For each items select the degree to which you agree with the statement. Please circle your answer for each statement and return the survey via email to the Director of Field Education, Roxana.Holland@msj.edu

1. The student began the placement with foundation knowledge of social work ethics.
strongly agree agree undecided disagree strongly disagree
2. The student began the placement with the foundation knowledge of social systems.
strongly agree agree undecided disagree strongly disagree
3. The student began the placement with the foundation knowledge of interviewing skills.
strongly agree agree undecided disagree strongly disagree
4. The student began the placement with the foundation knowledge of assessment.
strongly agree agree undecided disagree strongly disagree
5. The student began the placement with the foundation knowledge of goal setting.
strongly agree agree undecided disagree strongly disagree
6. The student demonstrated responsible/reliable behavior.
strongly agree agree undecided disagree strongly disagree
7. The student made appropriate use of the practicum instructor's time.
strongly agree agree undecided disagree strongly disagree
8. The student demonstrated appreciation and respect for diversity.
strongly agree agree undecided disagree strongly disagree
9. The student was appropriately matched with this PRACTICUM setting/service area.
strongly agree agree undecided disagree strongly disagree
10. The PRACTICUM Manual was helpful.
strongly agree agree undecided disagree strongly disagree
11. The number of meetings with the PRACTICUM Director/Liaison seemed appropriate.
(If more or less is needed, please state your preference on the Comments section at the end of this survey.)
strongly agree agree undecided disagree strongly disagree

12. The requirement to do a learning contract was helpful in organizing the student's assignments.

strongly agree agree undecided disagree strongly disagree

13. The competencies and practice behaviors delineated in the student evaluation form captured the skills and knowledge used in professional practice in this practicum agency.

strongly agree agree undecided disagree strongly disagree

14. The orientation, meetings, and/or CEU offerings were not a good use of the practicum instructor's time.

strongly agree agree undecided disagree strongly disagree

15. This agency benefited from the student's practicum placement.

strongly agree agree undecided disagree strongly disagree

Comments:

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Thank you.

IX. APPENDICES

2025-26 Academic Calendar

Fall 2025		
August 18	Monday	Classes Begin (Day & Evening)
September 1	Monday	Labor Day - Holiday
October 3	Friday	Mid-Semester Holiday for Faculty/Students
November 24-28	Monday- Friday	Thanksgiving Recess - University Closed
December 1	Monday	Classes Resume
December 8-11	Monday-Thursday	Semester Examinations
December 11	Thursday	Semester Ends
Spring 2026		
January 5	Monday	Classes Begin (Day & Evening)
January 19	Monday	Martin Luther King Holiday
February 13	Friday	Mid-Semester Holiday for Faculty/Students**
March 2-6	Monday-Friday	Spring Break
March 9	Monday	Classes Resume
April 3-6	Friday-Monday	Easter Break (Good Friday thru Easter Monday)
April 7	Tuesday	Classes Resume
April 27-30	Monday-Thursday	Semester Examinations
April 30	Thursday	Semester Ends
May 2	Saturday	Commencement