

Baccalaureate of Social Work Field Education Manual



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The Southern Utah University (SUU) Baccalaureate of Social Work (BSW) Program is a generalist practice program. It is currently housed in the Family Life and Human Development Department with the Beverly Taylor College of Education and Human Development. It is in pre-candidacy for accreditation from the Council on Social Work Education (CSWE).

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Field Education Definitions:

BSW: Baccalaureate of Social Work

Field Education: Coursework that is completed in the field, or on the job, under the direct supervision of a practicing social worker.

Field Education Faculty/Staff: SUU BSW Faculty and/or staff who oversee all aspects of BSW field education.

Field Instructor: On-site instructor who is an employee of the practicum site who is responsible for weekly supervision of the BSW student. Field instructor is responsible for preparing and submitting end of term evaluations for student performance in the field.

Practicum Site: Agency and/or organization where the student is assigned to complete their field education.

SUU BSW Mission Statement:

The Social Work program at Southern Utah University prepares generalist social work professionals through experiential learning, high impact practices, and attention to the dignity and worth of each individual. Graduates will lead locally, nationally, and globally by serving others with integrity, standing for social and economic justice, human rights, and human relationships. Their ability to integrate evidence-based practices and research applicable to individuals, families, communities, and groups will create lasting practice-based evidence and outcomes for generations.

BSW Program Overview:

Students who complete a Baccalaureate of Social Work (BSW) at Southern Utah University will be prepared to pass the Utah exam for the Social Service Worker's license, which is required for many social services jobs in the State of Utah. Students will have the skills, knowledge, and competencies to work with individuals and families in a variety of social service careers. They will also have the foundational knowledge to be accepted into a Master of Social Work degree program that prepares students to be licensed as social workers and clinicians.

SUU Program Goals:

1. Prepare students to use knowledge, values, and skills to promote the well-being of individuals, groups, and communities

2. Prepare students to apply and practice generalist social work in a manner that values service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, safety, and scientific inquiry
3. Teach students to understand the application of theory through evidenced-based practice and practice-based evidence
4. Prepare students to become competent and effective generalist social work professionals by applying ethical principles and critical thinking while incorporating diversity into their practice
5. Prepare students to use scientific inquiry, theory, and practice to advocate for social justice
6. Prepare students to engage in research-informed practice, respond proactively to the impact of context on professional practice, and integrate all of the BSW Program's core competencies in practice

CSWE Core Competencies:

The SUU BSW program goals are aligned with the CSWE Core Competencies which are:

1. Demonstrate Ethical and Professional Behavior as demonstrated by the student's ability to:
 - a. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
 - b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
 - c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
 - d. make ethical and appropriate use of technology to facilitate practice outcomes; and
 - e. use supervision and consultation to guide professional judgment and behavior.
2. Engage Diversity and Difference in Practice as demonstrated by the student's ability to:
 - a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
 - b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and
 - c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance Human Rights and Social, Economic, and Environmental Justice as demonstrated by the student's ability to:

- a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
 - b. engage in practices that advance social, economic, and environmental justice.
- 4. Engage In Practice-informed Research and Research-informed Practice as demonstrated by the student's ability to:
 - a. use practice experience and theory to inform scientific inquiry and research;
 - b. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
 - c. use and translate research evidence to inform and improve practice, policy, and service delivery.
- 5. Engage in Policy Practice as evidenced by student's ability to:
 - a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
 - b. assess how social welfare and economic policies impact the delivery of and access to social services; and
 - c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
- 6. Engage with Individuals, Families, Groups, Organizations, and Communities as evidenced by student's ability to:
 - a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
 - b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- 7. Assess Individuals, Families, Groups, Organizations, and Communities as evidenced by student's ability to:
 - a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
 - b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
 - c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
 - d. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
- 8. Intervene with Individuals, Families, Groups, Organizations, and Communities as evidenced by student's ability to:

- a. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
 - b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
 - c. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
 - d. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
 - e. facilitate effective transitions and endings that advance mutually agreed-on goals.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities as evidenced by student's ability to:
- a. select and use appropriate methods for evaluation of outcomes;
 - b. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
 - c. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
 - d. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Introduction to Field Education

"Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice."
Council on Social Work Education

Rationale: The purpose of field education is for the social work student to practice application of theory and other classroom knowledge in the field under the direct supervision of a field instructor who is an experienced social worker while demonstrating proficiency in the CSWE Social Work Competencies in preparation for generalist practice and professional licensure as a social worker.

The 2015 CSWE Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs states,

"The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the

development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies.”

It defines generalist practice as being

“grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.”

Generalist Practice: The SUU BSW Program is a generalist program and is founded in the principles and values of the social work profession which are: social justice, dignity and worth of the person, the importance of human relationships, integrity, and practicing competently (NASW Code of Ethics 2021). Generalist practice means social workers are prepared to work with individuals, families, groups, communities, and systems within the environment. The focus of the curriculum within the SUU BSW program is in fostering critical thinking and problem-solving skills; building strengths-based perspectives; and the ability to view individuals, families, groups, communities, and systems within their environment. The BSW curriculum includes several high impact experiential learning practices, in addition to the field education practicum, which provides students with the opportunity to practice applying knowledge in multiple contexts which is the essence of generalist practice. These skills are a foundation for the field education experience in which students will have the opportunity to practice implementing generalist skills and practices within the population served by their assigned practicum site.

Field Education Objectives:

The objectives of the field education component of the SUU BSW Program are:

1. Students demonstrate the ability to view people within their environment and build on individual and community strengths and resources.
2. Students will understand and demonstrate the ability to apply the CSWE Core Competencies at the micro, mezzo, and macro level of practice.
3. Students will understand and demonstrate the ability to apply the NASW Code of Ethics values and principles at the micro, mezzo, and macro levels of practice.

Placements and Generalist Practice: Field education faculty will collaborate with practicum sites to place practicum students with practicum sites in a manner that will meet the needs of both students and practicum sites. Students will be placed with organizations and agencies that allow them to practice with individuals, families, groups, and communities in various ways.

Placement sites must have the ability to provide BSW practicum students with at least 2 levels of practice such as individuals and families or families and communities. In order to allow students to practice applying skills at a generalist level, at least 2 practicum seminar sessions per semester will be focused on generalist application and approaches. Please see practicum syllabi and seminar schedule (Appendices B, C & D).

Schedule of Field Education Hours:

	Hours Per Week @ Placement Site	# of Weeks	Practicum Seminar (per semester)	Total Hours
Beginning Field Practicum	16	14	9	233
Advanced Field Practicum	16	14	9	233
	Total Field Education hours			466

Practicum Course Offering and Completion: Practicum is to be completed during Fall and Spring semesters. Practicum students will complete SW 4891: Beginning Practicum, during the Fall semester and SW 4892: Advanced Practicum during the Spring semester. Students must complete 16 hours per week at their site, which includes 1 hour of supervision with their field instructor, with an additional 1 hour weekly for practicum seminar during both Fall and Spring semesters. Students who complete practicum during summer semester will complete 32 hours per week at their site with an additional 2 hours of practicum seminar weekly.

Practicum Student Eligibility: In order to be eligible for a social work practicum, students should have senior status and be eligible for SUU graduation at the end of the academic year and/or semester in which they complete Advanced Practicum. They must have completed the following courses with a "B-" or better *before beginning* their field education: SW 2100, 3100, 3200, 3300, 3350, 3370, and 4500. For the first year that students are admitted into the SUU BSW program, SW 2100, 3100, 3200, and 3300 may be taken concurrently with SW 4891 & 4892 - Beginning and Advanced Practicum.

Enrollment in SW 4891: Beginning Practicum and SW 4892: Advanced Practicum will be with the field education director approval only. Students must be eligible for enrollment in SW 4891 in order to be placed with a practicum site. Additionally, as many field placements will require a successful background check as a condition of placement, students must be able to pass a background check. The background check does not need to be completed until a student is matched with a field placement. At that time, they will follow the policies of their field placement site in regards to a background check which will be paid for by the SUU Department of Family Life and Human Development as long as it is completed with the SUU Campus Police Department. If the student is unable to complete their background check with the SUU Campus Police Department, they may be required to pay for their background check.

Placement Process: It will be the student's responsibility to complete the Practicum Application (Appendix A) and submit it to field education faculty by the deadline on the form. Students will not be allowed to register for SW 4891: Beginning Practicum, unless this form is completed and turned in by the due date. Each Spring Semester, field education faculty will host a practicum fair in which practicum sites and students will be invited to meet and discuss potential placements. Within 1 week of the fair, students will submit their top 3 practicum site choices, and practicum sites will be invited to submit a list of students they are and are not interested in hosting. Field education faculty will then assign practicum students to practicum sites based on both student and practicum site preference. Practicum site assignments will be based on student interest, agency/organization need, and availability of field instructor(s). Students will be notified of their practicum site placement no later than the last day of the spring semester prior to beginning SW 4891. Practicum placements will remain the same for both SW 4891 and SW 4892 unless an unresolvable issue between the practicum student and practicum site arises at which time student and field education faculty shall follow the process for a change in placement as outlined in this field education manual. Prior to students being notified of their placement, field education sites will have the opportunity to approve or disapprove specific students matched to their organization.

Practicum Site Identification and Eligibility: Practicum sites will be identified and chosen based on their ability to provide a generalist practice experience as well as their availability of staff who are eligible to supervise BSW practicum students. The SUU BSW Program may be able to provide social work supervision for organizations who do not have staff eligible to provide social work supervision for BSW practicum students.

For students completing the face to face BSW program, field education faculty will collaborate with social services agencies and organizations to identify eligible practicum sites; field education faculty will then collaborate with practicum sites to place practicum students with practicum sites in a manner that will meet the needs of both students and practicum sites.

For students completing the BSW program online, field education faculty will support students in identifying practicum sites in their geographic area that are able to provide both a generalist practice experience and staff eligible to supervise the practicum student according to the policies outlined in this manual.

Practicum Site Selection: Agencies and organizations interested in being an approved field education site should complete the [SUU BSW Practicum Site Interest Form](#). If the link does not work, please email the Director of Field Education at kathyruiz@suu.edu for an updated link. The form request includes the contact information for the director of the organization/agency, availability of eligible supervisors for BSW practicum students, and opportunities for generalist practice within their organization/agency.

Field education sites for both on campus and online students are selected based on their ability to provide SW students with exposure to experiences working with individuals, families, groups,

communities, and systems with focused practice experience in a minimum of 1 of these areas. All practice experience provided to students by field education sites must be focused on building the social work student's knowledge of the CSWE core competencies.

Field Instructor Eligibility: Social workers within approved practicum sites who are interested in becoming approved by BSW Field Education Faculty as field instructors shall submit a letter of interest to field education faculty with their CV/resume attached. The CV/resume should include, at a minimum, dates and places of graduation from a CSWE accredited social work program and professional activity since graduation.

Field instructors must hold a BSW or MSW from a CSWE-accredited program, have a minimum of 2 years of post-social work degree practice experience, and have been employed by the approved practicum site for a minimum of 6 months. If an approved field placement site does not have an employee who is able to provide supervision for BSW students, SUU BSW faculty will provide weekly supervision.

In the event a field education site loses approved and/or eligible field instructors while hosting an SUU BSW Practicum student, it will be the responsibility of the field education site to notify the field education faculty. Ideally, the field education site will provide a replacement field instructor who is able to support the practicum student in completing their field education experience from a social work perspective focusing on the CSWE Core Competencies as outlined in this manual. If the field education site is unable to provide a replacement field instructor with the ability to highlight the social work perspective within the context of the field education site, the student will meet with either their assigned field education faculty or other faculty appointed by the director of field education for weekly supervision.

Field Education Policies And Procedures

Role And Responsibilities Of:

BSW Student: It is the responsibility of the BSW student to fully engage in courses throughout their program so they are prepared for their field education which exists to allow students to practice skills and theory learned during coursework. It is also the responsibility of the student to arrange their schedules which includes other courses, employment, and personal life commitments so that they are available to complete 16 hours per week at their practicum sites as well as the weekly practicum seminar. BSW students are expected to engage with their practicum sites and field instructors in a professional manner according to expectations of individual field education sites and in accordance with the NASW Code of Ethics. In addition to the completion of practicum hours, students must also complete all course assignments successfully, and meet benchmark measures on each of the core competencies and practice behaviors listed in the Student Evaluation Form. Students must earn at least 85% in SW 4891: Beginning Practicum and SW 4892: Advanced Practicum in order to complete their field education and be eligible for graduation and post-graduation state licensure.

The BSW student will promptly communicate about any problems that arise at their field education site which may include but are not limited to: safety, discrimination, loss of eligible field instructor, the absence of required supervision, a lack of appropriate field education experiences, unresolved ethical violations at the field education site, etc...

The BSW Program: The faculty within the BSW program are responsible for preparing students admitted into the BSW program with the knowledge, skills, and competency to successfully complete their field practicum experience which includes understanding the application of the CSWE Competencies.

Field Education Faculty: The field education faculty are tasked with supporting students in completing their field education. As part of this process, they will coordinate the placement of students completing the program on campus and support online students in finding appropriate field education placements in their geographical area.

Field Education faculty will provide a bi-annual field education site orientation either in person or via Zoom, dependent on practicum needs for face-to-face or online students. The purpose of the orientation is to provide new field education faculty with information relevant to the SUU BSW Field Education process as well as to establish connections between field education faculty and field instructors. Additionally, this field education manual is available online.

Field education faculty will host an annual inservice regarding field education. The focus of this will be on the policies and procedures of the SUU BSW Field Education program, generalist practice, CSWE core competencies, and special topics as requested or as needed is demonstrated by field education sites and field instructors.

Each semester, assigned field education faculty will make a site visit with each practicum student to evaluate the learning experience as well as student performance at the practicum site. For students completing their field education at a practicum site that is not feasible for assigned field education faculty to visit in person, a video conference will take place with the assigned field education faculty, field instructor, and student.

In addition to the field visit, assigned field education faculty will contact each field instructor by phone or email at the beginning and end of each semester/term throughout the practicum placement to monitor student progress. If concerns about the BSW student or practicum experience arise for the field instructor, it is expected that the field instructor will contact assigned BSW field education faculty about the concern(s) in a timely manner. This process is the same for both on campus and online BSW practicum students.

Field Education Site: The field education agency/organization is responsible for providing BSW students with meaningful practical application of CSWE competencies to include opportunities to develop competency working with individuals, families, groups, organizations, and communities. Developing these competencies should be a focus of both practical work and

supervision. The field education site agrees to provide the BSW student with supervised professional level social work assignments for a minimum of 16 hours per week for each semester/term they are placed with the field education site.

The field education site should provide appropriate and relevant orientation to BSW Practicum students to include policies, procedures, and safety precautions. BSW Students should attend meetings, training sessions, and community events that are relevant to their role and job responsibilities.

Field Instructor: The field instructor is responsible for mentoring the BSW student in the application of the CSWE competencies within the field education agency/organization. The field instructor is responsible for ensuring the BSW student has the opportunity to practice with individuals, families, groups, communities and organizations in contexts appropriate for the field education site. The field instructor is also responsible for providing 1 hour per week of formal supervision, which shall include attention to generalist practice (individuals, families, groups, organizations, and communities) and a written evaluation that is based on the CSWE Core Competencies (see Table of Contents) at the end of each term. Additionally, the field instructor agrees to participate in a mid-term meeting with the student and assigned field education faculty to evaluate the learning experience and student performance for each term the student is enrolled in practicum, SW 4891/4892. If a BSW student is not meeting the expectations of the field instructor, the field instructor agrees to communicate with the assigned field education faculty so that the issues of student performance can be resolved in a timely manner.

Advisory Committee: The Advisory Committee shall consist of the SUU BSW Director of Field Education, Program Director, a student representative, and social services professionals within the community including but not limited to field instructors. The committee will meet annually. Its purpose is to assess the specific social work education needs within the community to include practicum opportunities/needs, specific skill sets of students and graduates, and job placement outlook for SW students after graduation.

SUU Academic Policy: Students completing their field education are expected to follow all SUU Academic policies as outlined in the [SUU Policy 6.36, Statements Required in the Course Syllabi](#).

Inclusion and Accommodations: The BSW program works with the [SUU Disability Resource Center](#), following the ADA, to provide students who qualify with accommodations. Students who are in need of accommodations for completion of field education should contact the SUU Disability Resource Center. In order to ensure that students in need of accommodations are appropriately matched with field education placements, students in need of accommodations should communicate with field education faculty as early in the process as possible. Students should note that there may be some circumstances, all of which cannot be predicted, in which specific accommodations cannot be made at all field education sites. Students who believe they experience discrimination within their field education placement site should promptly communicate with their assigned field education faculty.

Student Safety: Student safety while in the field is of the utmost importance. It is expected that students complete all safety training their field placement sites have in place for their regular employees and follow all safety policies and procedures that their field placement site has in place. Students must recognize that many responsibilities within social work require social workers to visit homes and other locations that the general population may consider unsafe. If at any time a student feels unsafe (not uncomfortable) performing their job duties, it is their responsibility to promptly communicate this to their field instructor. If a student communicates feeling unsafe to the field instructor, it is the field instructor's responsibility to work with the student to resolve the issue and ensure the student's safety. If the student's concern is not resolved, and/or the field instructor is unresponsive, it is the responsibility of the student to promptly address their concerns with their assigned field education faculty. At that time, the field education faculty will facilitate a meeting with the field instructor to create a strategy for maintaining the safety of the student. The student is expected to communicate with their assigned field education faculty about both their safety concerns and the plan developed with their field instructor and/or field education faculty for maintaining safety.

Life Experience: The SUU Social Work program does not give credit for current or past life or work experiences. Any credit given for field education must come from experience gained following the policies and procedures as outlined in this manual.

Expected Conduct of Student: Students completing field education are expected to conduct themselves in a professional manner. All students completing field education are expected to adhere to the NASW Code of Ethics as well as all policies and procedures in place by their practicum placement site. Students' communication with and behavior towards supervisors, colleagues, clients, and other professionals within the community should always be done with professionalism and respect. If a student is in doubt about something related to this expectation and guideline, the student should begin by consulting with their field instructor. If the issue cannot be resolved with the field instructor, the student should consult with their assigned field education faculty.

Process For Students in Violation of Expected Conduct of Student: If a student does not abide by the expected conduct for students:

1. Field instructors should work to resolve the issue with the student.
2. If the field instructor is unable to resolve the issue with the student or the issue is egregious enough that it warrants a dismissal from the practicum placement site, the field instructor should contact the assigned field education faculty at which time a meeting will be scheduled with the field instructor and assigned field education faculty to discuss the issue.
3. If the field instructor believes the issue is resolvable based on the NASW Code of Ethics, policies and procedures as outlined in this manual combined with policies and procedures of the field education site, the field instructor and assigned field education faculty will work with the student to identify a plan of action to correct the behavior.

4. If the field instructor believes the issue is not resolvable based on the NASW Code of Ethics, policies and procedures as outlined in this manual combined with policies and procedures of the field education site and warrants a dismissal from the practicum placement site, the student will be withdrawn from and fail the course.
5. In the event a student is withdrawn from and fails the course, the assigned field education faculty will invite the student to develop a plan of action to correct the behavior in order to repeat the field education course.
6. A student who is withdrawn from field education in their second semester/term (SW 4892) will be required to repeat SW 4891 at their new field education site prior to re-enrolling in SW 4892.
7. If the behavior that warranted withdrawal from the course is serious enough to qualify for a referral to the Utah Department of Licensing (such as a sexual relationship with a client), the student will be excused from the BSW program.
8. Throughout this process, students will be entitled to rights according to the [SUU Student Conduct Code](#) which will be followed alongside this policy.

Ethical Practice: It is expected that students will adhere to and follow the NASW Code of Ethics at all times while completing their practicum; this includes following NASW Code of Ethics after completion of their practicum within the context of information they gained while completing their practicum. Part of ethical practice is consulting with one's supervisor/field instructor and other professionals as appropriate. If a student is unsure of how to manage an ethical dilemma, they should consult with their field instructor or other professionals within the agency if their field instructor is unavailable when needed.

Social Media: In order to maintain confidentiality and other ethical practices, students will not engage with the clients at their practicum sites on any social media platform at any time. This applies to all clients of the field placement site as well as any clients they come into contact with from other organizations within the context of their field education.

Practicum Hours: Most practicum placements will take place during business hours which are generally Monday through Friday between the hours of 8:00 a.m. and 5:00 p.m. There may be occasional opportunities for students to complete their hours during evenings and weekends. Students should not plan on this. Students completing practicum hours need to be available during business hours or whatever their assigned practicum hours are. The Practicum Application (Appendix A) includes space for students to indicate their preference for hours.

All work-related activities shall count towards completion of hours as long as the student has the approval of the field instructor. Students **may not** count their lunch breaks as practicum hours unless it is a working lunch with the approval of the field instructor. Students also may not count hours spent on course-related activities and assignments as practicum hours. Students **may** count hours spent training for practicum as well as time spent at professional conferences that are directly related to the work they are doing at their practicum site as long as they have the approval of their field instructor prior to doing so.

If a student falls behind on their practicum hours, it is their responsibility to work with their field instructor to make hours up as quickly as possible. Again, the purpose of field education is to practice application of social work competencies over time and within a professional setting, not simply to log hours.

Learning Plan: Each student is required to complete and submit a Learning Plan, Appendix D, by mid-term of the semester they complete Beginning Practicum. It is expected that the student completes this form and makes it applicable to their practicum placement. If there is a core competency that the student is not able to incorporate into their practicum experience, the student will identify an activity related to their practicum that can be done to practice the competency. This can be done in a variety of ways and should include consultation with the task supervisor and/or field instructor. For example, if the student is experiencing difficulty identifying how Competency 4: Engage in Practice-informed Research and Research-informed Practice is applicable to their practicum placement, the student may work with their task supervisor/field instructor to identify a research project that would meet this competency and benefit the practicum placement site. The student should count the time spent on competency related projects for their practicum site towards their practicum hours. While it may be helpful for the student to consult with their task supervisor and/or field instructor about this, it is the student's responsibility to complete and submit the form.

Supervision: BSW students must participate in 1 hour of supervision with a BSW or MSW level social worker each week. Supervision is intended to be a place for students to consult with their field instructor about cases, ethical dilemmas, CSWE core competencies, and other questions related to their work within their field education placement site.

Completion of Hours: An important part of the experiential learning process happens over time. Because of the evolving experiences, situations, circumstances, and cases, learning will be far more impactful if it is done over the course of the semester(s) as opposed to condensing all hours into a few weeks. The goal is to gain practice working as a professional not simply to log hours in the field. Practicum students are expected to be at their practicum site 16 hours per week throughout the duration of the semester. Banking hours is not permitted. This means that, as a general practice, a student is not allowed to work 32 hours one week and 8 hours for the following 2 weeks. The only exceptions to this are:

- if the student and/or their immediate family experiences a major life event such as a wedding, birth/adoption of a baby/child, or death, or
- the student or their immediate family member experiences an unexpected, non-elective medical emergency or procedure. All elective procedures and treatments should be planned around semester breaks.

If the student requires an exception to these practicum requirements, they must work with their field instructor to make arrangements for both missing practicum and making missed hours up. All hours must be completed by the last day of classes for the semester.

If a student's normally scheduled workday falls on a holiday or other day in which their field placement site is closed (including snow days), the student is expected to make those hours up within a 2 week period of when the holiday/day off falls - either before or after missing regularly scheduled hours.

Semester Breaks: For practicums that are completed during the course of an academic year, for liability purposes, students are not able to work during the semester break when they are not currently enrolled in a course. The exception to this is if they are in a paid practicum placement and their hosting agency/organization is providing liability insurance for them. If this is the case, students may not count these hours towards their practicum.

Change of Placement: The SUU BSW Field Education faculty/staff will take student preference into strong consideration when placing students at practicum sites. However, it may not always be possible for students to be placed at their preferred sites. On occasion, students and/or field instructors may find that the placement is not an adequate fit for the student for a variety of reasons. If this happens, the SUU BSW Director of Field Education will work with the student and field instructor to resolve the issue(s) in order to practice conflict resolution within the workplace as well as avoid a disruption in field placement. Avoiding disruption of field placement is important within the field education experience in order to maintain continuity within the learning process. If this is not possible, students may be reassigned practicum sites by the Field Education Director.

If a student stops attending their practicum site without communicating with their assigned field education faculty and either going through the [SUU Emergency Withdrawal](#), process or following the SUU BSW process for a change of placement policy, the student will be withdrawn from the course and dismissed from the BSW program.

Practicum Completion at Student's Place of Employment: The purpose of field education is to practice a baccalaureate level of practice. A student completing their practicum at their current place of employment is discouraged from doing so in order to 1) ensure baccalaureate level of practice is being completed and 2) encourage the student to diversify their experience. Exceptions to this *may* be made by field education faculty if the practicum experience is separate from the student's current work duties and is under the direct supervision of a field instructor who meets the criteria for a field instructor as outlined in this practicum manual. The practicum student's field instructor must be a different person than their employment supervisor.

Students who make a request to complete their practicum at their place of employment must submit documentation to the Director of Field Education regarding their current employment, job title, and employment supervisor. This request will be considered and may be approved if there is available field education faculty at the student's place of employment who is different from the student's employment supervisor.

Practicum Site Selection Process: Prior to practicum students being placed with practicum sites, the field education faculty and staff will evaluate the potential site to ensure:

1. The potential site's mission, values, and purpose are aligned with the core social work values and principles.
2. The potential site abides by the NASW Code of Ethics.
3. The potential site has the ability to provide BSW students with meaningful field education experiences meaning that at a minimum, students are able to work with clients and constituencies providing supervised, professional services.
4. The potential site has the ability to provide BSW students with the required 476 field education hours across both terms the student is enrolled in the practicum courses.
5. The potential site has the ability to provide adequate supervision for the student by a social worker with either a BSW or MSW with at least 2 years of post-college experience in the field.
6. The potential site is willing and able to abide by policies and procedures as outlined in the SUU BSW Practicum Manual.

Assignment to Field Sites:

Face-to-Face Students: Students completing the face-to-face BSW program will be assigned to their field sites by the field education faculty. Decisions about placements are made through consideration of student preference and collaboration with practicum sites in order to meet the needs of both students and practicum sites. While student preference, as indicated on the BSW Practicum Application (Appendix A), will be taken into consideration, field education faculty cannot guarantee that students will be assigned to their preferred placement. Placement will be dependent on the availability, needs, and preferences of practicum sites, the number of students requesting specific sites, and accommodations of students requested for practicum placement, all of which cannot be predicted.

Online Students: Students completing the online BSW program will work with their assigned field education faculty to identify potential practicum sites in their geographical area. Once a site(s) is (are) identified, the field education faculty will contact the site(s) to inquire about the site's ability to provide necessary experiences and supervision for online BSW students. Student placement will be secured once these steps have been completed and satisfied.

Field Instructors: Field instructors must be approved by the field education faculty. At a minimum, field instructors must have earned either a baccalaureate or master's degree in social work from a CSWE accredited social work program *and* have 2 years post social work degree experience in the social work field.

Student Evaluation Process: Student progress and/or mastery of CSWE Competencies will be measured through the course instructor evaluation throughout the program as well as a written field instructor evaluation at the end of both Beginning and Advanced courses. Students will not receive a letter grade for the Practicum I and II courses; they are pass/fail courses. Students must earn a minimum of 85% in the courses to pass.

Field Education Site Evaluation Process: Students will have the opportunity to evaluate their field education site by completing Appendix D and submitting it to their assigned field education faculty.

Field Education/Practicum FAQ

What is field education?

Field education/practicum is the coursework that is completed in the field, or on the job, under the direct supervision of a practicing social worker. It is considered to be the most important learning experience by the accrediting body for social work education programs.

What will I be doing?

Field education sites for both on campus and online students are selected based on their ability to provide SW students with exposure to experiences working with individuals, families, groups, communities, and systems with focused practice experience in a minimum of 1 of these areas. All practice experience provided to students by field education sites must be focused on building the social work student's knowledge of the CSWE core competencies.

When will I know where I will be placed?

Field education faculty will collaborate with practicum sites in order to place students who have completed the form with practicum sites by the end of the Spring Semester for students beginning practicum during the Fall Semester. Prior to the beginning of the semester, students will receive an email detailing their placement.

What do I need to know about my practicum?

Each Spring Semester, field education faculty will host a practicum fair in which practicum sites and students will be invited to meet and discuss potential placements. The field education site should provide appropriate and relevant orientation to BSW Practicum students to include policies, procedures, and safety precautions. BSW Students should attend meetings, training sessions, and community events that are relevant to their role and job responsibilities.

How will I contact my practicum site?

Contact information for students' assigned practicum site will be given to the student when they receive their placement email.

What if there is a problem?

The BSW student will promptly communicate about any problems that arise at their field education site.



Beverly Taylor College of Education and Human Development

Appendix A

BSW Practicum Application On-Campus Students

Due March 1 for Fall Practicum and November 1 for Spring Practicum

Name _____ Date _____

Email Address: _____ TNumber _____

Current Place of Employment _____

Please submit the original student signature page, Appendix G in the SUU BSW practicum, manual with this application. This application is considered incomplete without this inclusion.

Will you continue this employment during your practicum? [☐] Yes [☐] No

Is there anything that would cause you to not pass a background check? [☐] Yes [☐] No If yes, please discuss with the field education director.

Which term/year are you planning to complete practicum: Fall/Spring Summer Year _____

Will you have completed all prerequisite courses by the semester **prior* to beginning your practicum and have earned a minimum of a B-? Prerequisites are: SW: 2100, 3100, 3350, 3370, 4200, 4300, and 4500?

**For the first year students are admitted into the BSW program, SW 2100, 3100, 4200, and 4300 may be taken concurrently with SW 4891 & 4892 - Beginning and Advanced Practicum.*

What are your current career interests?

Are there any populations you prefer to NOT work with?

If yes, please provide brief explanation:

Is there anything else the field education faculty needs to be aware of regarding your potential practicum placement?

Practicum Preferences:

1st Choice: _____

2nd Choice: _____

3rd Choice: _____

Assigned Practicum Site:

Assigned Field Education Faculty:

Date Approved:

Date And Method Student Was Informed of Practicum Assignment:

Additional Comments if Any:

Appendix B

SW 4891 Beginning Field Practicum I

Kathy Ruiz, LCSW, MA	kathyruiz@suu.edu
ED 314 435.773.3267	6 Credit Hours
Office/Student Hours: Professor Ruiz's Office Hours: Other Times By appointment, please email for availability If you would like to participate in student/office hours by Zoom, please email the professor.	
Email (using an email application) or phone are the best ways to reach me. Please do not rely on communication through assignments in Canvas for communicating with me.	

Catalog Description

This course provides SW students with practical experience within a social work and/or social services agency. The focus of beginning practicum is to facilitate students putting theory, skills, and other knowledge gained in the classroom into professional practice under the direct supervision of a field instructor who is an experienced social worker.

Learning Objectives

1. Students understand the function that the NASW Code of Ethics has within practice.
2. Students understand their practicum placement agency/organization role within the context of helping individuals improve the ability to function within the environment.
3. Students can describe the purpose and process of supervision.
4. Students understand the importance of self-care in this field and demonstrate the ability to practice it.

5. Students begin to understand their role as a professional within the field of social work.
6. Students understand and can apply generalist social work concepts to the population they are working with at their field education site.

Assignment Category	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO6
Core Competency Assign	x	x	x		x	x
Self-Care Plan				x	x	
Self-Care Reflection				x	x	
Developmental Stages of Internship Reflection		x		x	x	
Generalist Practice Case Study	x	x			x	x
Practicum Seminar Attendance	x	x	x	x	x	x
Field Instructor Evaluation	x	x	x	x	x	x
Log of Hours	x	x	x	x		x

Required Text And Materials

National Association of Social Workers Code of Ethics.

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

Optional Text:

A Writer's Reference (6th Edition) by Diana Hacker. ISBN: 978-0-312-45025-0

Course Requirements and Assignments (See Canvas for Grading Rubrics)

1. Please pay attention to Canvas Announcements as this instructor uses Canvas Announcements to communicate with students about important information.
2. Emotional Safety - Due to the emotionally and psychologically vulnerable content that will be discussed throughout this course, it is essential that all participants contribute to an environment of emotional safety. It is also essential that students abide by the NASW Code of Ethics in all aspects of practicum including the practicum seminar. In the event of a student participating in emotionally unsafe comments/behavior or violating the NASW Code of Ethics, the instructor will provide feedback which will serve as a warning. At that time, the student will be invited to

converse with the instructor about what made their comments/behavior emotionally unsafe or unethical. If the behavior is repeated, students will be referred to campus services. If you find you are emotionally overwhelmed by content in this or any other course, the University Counseling and Psychological Services Center (CAPS) is a resource available to you. The phone number for CAPS is: 435.865.8621.

3. **As a student in this course, you are responsible for the content presented in this course and for your own learning. If you need help, please ask. If you have questions about the material that you are interested in or curious about that is not addressed in the course, please ask. If you do not understand a concept being taught/discussed, please ask. The instructor is a resource to you; however, if you do not communicate that you need help, the instructor cannot help you.**
4. All assignments are due at midnight on the due date unless otherwise noted.
5. Assignments may be turned in early. Late Work will not be accepted except in the event of a true emergency i.e. emergency surgery, natural disaster, death of a family member, etc... It is the expectation of this instructor that you communicate as early in the process as is reasonable and possible if you experience an emergency that will result in late work. This applies to all assignments that will receive a grade including course discussions as well as completion of modules. The only exception to this is if you communicate with the instructor in advance. This does not guarantee your late work will be accepted. The instructor will consider the circumstances if you plan ahead and communicate ahead.
6. All documentation must be done in APA 7th Edition format. For this course, abstracts, cover pages and headings are not necessary. You will not be docked for using these. When required to use outside sources, students are expected to use credible sources; wikipedia is not allowed for use as a reference in this course. OWL at Purdue is a great resource! If you are going to pursue your education in the social sciences field, you may find it useful to purchase an APA manual.
7. All papers must be typed in either Arial or Times New Roman with a 12 point font, 1 inch margins and double spaced.
8. Grammar and following instructions matters! **Your grade will be affected by these things.** Please pay attention to page requirements - both minimums and limitations. You will lose points if the page minimum is not reached (headings don't count). Once the page limit is reached, I will stop reading and any information included after that point will not be considered in your grade. While you will be docked points according to assignment rubrics for incorrect grammar and poor writing mechanics, because of the

amount of time it takes to do so, I will not do any specific editing of your papers as I grade them.

9. Self-Care Plan (50 points): For this assignment, students will create a plan for self-care as a professional. Students are encouraged to utilize information and assignments they may have gained and/or completed during previous courses for this assignment. Additionally, please cite 3 sources, one of which must be a scholarly source, about the importance of self-care in this field and consult with at least 3 professionals about what they do for self-care. Students are NOT required to adopt what others do; this requirement is simply for the process of brainstorming and gathering information. Students should refer to this process within the narrative of their plan. This assignment can be formatted in whatever way makes sense to the student. It could be a table, bulleted list, essay style narrative, a flow chart, or something else. Due: At the end of Week 4.
10. Self-Care Plan Reflection (50 points): Students will complete and submit a 2-3 page paper in which they reflect on how they did or did not follow their self-care plan. Important components of this reflection include addressing the consequences of following or not following their plan as well as lessons learned about what they do and/or don't need in order to avoid compassion fatigue and burnout as a professional within this field. This may be formatted in whatever way makes sense to the student as long as it is done so with professionalism (proper grammar, readability, etc...). Due: Last week of the semester.
11. Developmental Stages of Internship Reflection (50 points): Students will complete a brief and concise reflection about their developmental stages as an intern following the model presented in practicum seminar. Students will list each developmental stage and add a brief narrative about how they have progressed and/or where they are at within each stage within the context of their field education. This may be formatted in whatever way makes sense to the student as long as it is done so with professionalism (proper grammar, readability, etc...). Due: Last week of the semester.
12. Mid-Term Site Visit (200 Points Total):
Please schedule an appointment for your assigned field education faculty to visit with you and your field instructor/supervisor at your field education placement site. Plan on between 30 minutes to an hour for this visit. **For full credit, this interview needs to be scheduled (not completed) at least 2 weeks before the due date.** After the site visit, please submit a 1 - 2 page summary about feedback received and how you will apply it. This interview and write-up must be completed by the end of Week 8.
13. Generalist Practice Case Study (150 Points Total): For this assignment, students will

choose a case they have worked with during their practicum experience and create a presentation about how generalist social work practice and the NASW Code of Ethics are applicable to it. There is much leeway for how this can be completed. Students are expected to practice autonomy in how they complete this assignment in preparation for workplace assignments. This assignment must include a brief summary of the case and how all levels of social work practice are applicable and/or may be helpful in this case in planning interventions for the individual/family/group. **All identifying information about the client(s) must be protected.** This may be formatted in whatever way makes sense to the student as long as it is done so with professionalism (proper grammar, readability, etc...). Due at the end of Week 14.

14. Seminar Attendance (200 Points Total): A critical component of the field education/practicum experience is attending and participating in the scheduled practicum seminar which is intended to support students in the integration of classroom theory, experience and other knowledge into their field education while supporting development of the CSWE Core Competencies and will be held 10 times throughout the semester (see schedule below). Students will earn 20 points each time they attend and engage in practicum seminar. Missing one or 2 seminar sessions will not negatively impact the practicum grade; consistently missing and/or lack of engagement during seminar sessions will negatively impact a student's practicum grade and possibly credit earned.
15. Field Instructor Evaluation (150 Points Total): Field Instructor Evaluation (150 Points Total). Please print/download the Field Instructor Evaluation Form found in the Canvas assignment shell and Appendix D in the Practicum Manual and provide it to your field instructor no later than Week 12 in the semester. Your field instructor will return the form directly to your assigned field education faculty during the last week of the semester by email, fax, or postal mail. Breakdown of grading is as follows:
 - A score of 2 or higher for 7-9 competencies - 150 points
 - A score of 2 or higher for 6 competencies - 125 points
 - A score of 2 or higher for 5 competencies - 100 points
 - A score of 2 or higher for 4 competencies - 75 points
 - A score of 2 or higher for 3 competencies - 50 points
 - A score of 2 or higher for 2 competencies - 25 points
 - A score of 2 or higher for 1 competencies - 0 points

Due: At the end of Week 14

16. Practicum Hours and Supervision Log (200 points): Please submit the Practicum Hours

and Supervision Log Form that can be found in the Canvas assignment shell and Appendix C of the Practicum Manual no later than the last day of the semester. In order to receive credit for this assignment:

- The form must be completed in its entirety.
- 1 hour minimum of supervision weekly must be documented

Beginning Practicum Seminar Schedule		
Week	Topic	Correlating Assignments
1	Introductions Professionalism <ul style="list-style-type: none"> • Expectations for student behavior during practicum • Supervision • Expectations for supervision • How to use supervision effectively 	
2	NASW Code of Ethics Review	
3	Self-Care	Self-Care Plan Self-Care Reflection
4	Developmental Stages of Internship <ul style="list-style-type: none"> • Introduce Stages • Introduce parallel process concept 	
5	Generalist Practice <ul style="list-style-type: none"> • Review of generalist practice • Review of levels of SW practice • Identify student's focus of practice within field placements • Introduce case study assignment 	Generalist Case Study Presentation
6	No Seminar, arrange for meeting with Field Education Faculty	
7	No Seminar, arrange for meeting with Field Education Faculty	
8	No Seminar, arrange for meeting with Field Education Faculty	
9	Introduction/Review of CSWE Core Competencies	
10	Field education experience processing	

11	No seminar; work on generalist case study presentations	
12	Generalist Case Study Presentations	
13	Generalist Case Study Presentations	
14	Generalist Case Study Presentations	

University Policy

SUU Policy Syllabi Statements:

<https://www.suu.edu/academics/provost/pdf/statements-required-in-course-syllabi.pdf>

Please take the time to review these syllabus statements; they contain important information for you to be aware of.

MANDATED REPORTER: All faculty, including this instructor, are mandated reporters for sexual misconduct. If you disclose that you either have participated in sexual misconduct or someone else has done so towards you, this instructor is required to report it to the University's Title IX office.

CELL PHONE: Please keep your cell phones on vibrate or silent. Please do not allow your cell phones to become a distraction in class. If you need to use your cell phone when we have a guest speaker, please step out to do so.

Grading:

- **Pass/Fail**
- **85% of total possible points = passing grade.**
- Note about grading: While there are a few assignments/requirements that will be possible for you to miss and still pass, there are many assignments/requirements for this course that will result in you failing the course if you do not complete them.

Appendix C

SW 4892 Advanced Field Practicum

FACULTY INFORMATION

Instructor: Kathy Ruiz, LCSW, MA

Email: kathyruiz@suu.edu

Office Address: ED 314

If you would like to participate in student/office hours by Zoom, please email the professor.

Email (using an email application) or phone are the best ways to reach me. Please do not rely on communication through assignments in Canvas for communicating with me.

REQUIRED TEXT & MATERIALS

- National Association of Social Workers Code of Ethics.
- <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

OPTIONAL TEXT

- A Writer's Reference (6th Edition) by Diana Hacker. ISBN: 978-0-312-45025-0

COURSE DESCRIPTION

This course provides SW students with practical experience within a social work and/or social services agency. The focus of advanced practicum is to work towards mastery of the Council on Social Work Education (CSWE) Core Competencies.

LEARNING OBJECTIVES

By completing the course requirements students should be able to do the following by the end of the semester:

1. demonstrate effective utilization of supervision.
2. demonstrate mastery of the CSWE Core Competencies which are:
 - a. Demonstrate Ethical and Professional Behavior
 - b. Engage Diversity and Difference in Practice
 - c. Advance Human Rights and Social, Economic, and Environmental Justice
 - d. Engage In Practice-informed Research and Research-informed Practice
 - e. Engage in Policy Practice
 - f. Engage with Individuals, Families, Groups, Organizations, and Communities
 - g. Assess Individuals, Families, Groups, Organizations, and Communities
 - h. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - i. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Alignment of Learning objective, EPAS Core Competencies and component behaviors, and Learning Dimensions and assessments:

Learning objectives	Core Competencies	Dimension (Knowledge, Values, Skills, Cognitive & Affective Processes)	Content
1	1-9	K, V, S, V/CA, S/CA	NASW Code of Ethics Reading Practicum Learning Plan Learning Plan Reflection Process Recordings Mid-Term Site Visit Seminar Attendance Ethical Dilemma Case Presentation Field Instructor Evaluation

			Hours & Supervision Log
2	1-9	K, V, S, V/CA, S/CA	NASW Code of Ethics Reading Practicum Learning Plan Learning Plan Reflection Process Recordings Mid-Term Site Visit Seminar Attendance Ethical Dilemma Case Presentation Field Instructor Evaluation Hours & Supervision Log

COURSE REQUIREMENTS

Course Requirements and Assignments (See Canvas for Grading Rubrics)

1. Please pay attention to Canvas Announcements as this instructor uses Canvas Announcements to communicate with students about important information.
2. Emotional Safety - Emotional Safety - Due to the emotionally and psychologically vulnerable content that will be discussed throughout this course, it is essential that all participants contribute to an environment of emotional safety. It is also essential that students abide by the NASW Code of Ethics in all aspects of practicum including the practicum seminar. In the event of a student participating in emotionally unsafe comments/behavior or violating the NASW Code of Ethics, the instructor will provide feedback which will serve as a warning. At that time, the student will be invited to converse with the instructor about what made their comments/behavior emotionally unsafe or unethical. If the behavior is repeated, students will be referred to campus services. If you find you are emotionally overwhelmed by content in this or any other course, the University Counseling and Psychological Services Center (CAPS) is a resource available to you. The phone number for CAPS is: 435.865.8621.
3. **As a student in this course, you are responsible for the content presented in this course and for your own learning. If you need help, please ask. If you have**

questions about the material that you are interested in or curious about that is not addressed in the course, please ask. If you do not understand a concept being taught/discussed, please ask. The instructor is a resource to you; however, if you do not communicate that you need help, the instructor cannot help you.

4. All assignments are due at midnight on the due date unless otherwise noted.
5. Assignments may be turned in early. You may turn up to 3 assignments in up to 3 days late. Beyond those 3 assignments, the only time late work will be accepted is if you have formal accommodations through the Disability Resource Center (DRC) in place or you receive approval from the professor. The only reason this will be allowed is if you have extenuating circumstances such as some kind of emergency or a death in your family. Your lack of planning is not considered an emergency by the professor.
6. All documentation must be done in APA 7th Edition format. For this course, abstracts, cover pages and headings are not necessary. You will not be docked for using these. When required to use outside sources, students are expected to use credible sources; Wikipedia is not allowed for use as a reference in this course. OWL at Purdue is a great resource! If you are going to pursue your education in the social sciences field, you may find it useful to purchase an APA manual.
7. It is expected that all work you turn in is created and developed by you. If you use AI, the expectation for this course is that you use it as a resource and not a robot. You must properly cite it if you use it. If it is discovered that you are using AI without properly citing it or you use AI to generate work that you turn in as your own, [SUU Policy 6.33](#) for Academic Integrity will be followed.
8. All papers must be typed in either Arial or Times New Roman with a 12 point font, 1 inch margins and double spaced.
9. Grammar and following instructions matters! ***Your grade will be affected by these things.*** Please take care to be sure your assignments are properly formatted (ie spelling, punctuation, paragraph/sentence structure and complete sentences) and that you follow instructions listed in the syllabus. While you will be docked points according to assignment rubrics for incorrect grammar and poor writing mechanics, because of the amount of time it takes to do so, I will not be editing your papers as I grade them.

ASSIGNMENTS

1. **Syllabus Quiz (25 points)** - This will count as your commenced attendance assignment.

If you want full points for this assignment, it needs to be done by _____ at midnight. You will have the option to complete it until _____. If you do not complete this by _____, you will be at risk of being dropped from the course. Please review the syllabus prior to taking the quiz. It is open note. Due by _____.

2. **Practicum Learning Plan (200 points)** - You will revise/update the learning plan/agreement that you created for beginning practicum. The information may remain the same or you may find that you need to revise it. Please keep in mind that while you should be consulting with your task supervisor/field instructor about this plan, completing it is your responsibility. This assignment is designed to help you connect both the CSWE Core Competencies and your BSW coursework to social work practice. In order to get full credit for this assignment, you will need to be very specific about the tasks/activities, methods of evaluation and links to BSW coursework that you identify. Due at the end of week 2.
3. **Learning Plan Reflections (25 points each)**. Every other week, you will submit the equivalent of a 2-3 page reflection, that can be formatted however you want, that addresses your Practicum Learning Plan. For full credit, you will need to identify a specific task/activity from your practicum, how you and/or your task supervisor/field instructor are evaluating this, and a specific link to other BSW coursework. Please see Canvas for additional information about this assignment. Due each even week of the semester.
4. **Process Recordings (150 points total):**

Please complete 3 process recordings throughout the semester, worth 50 points each. A process recording is a written recollection of an interaction with a client. It is a very useful tool for improving interactive skills with clients because of the opportunity it provides for self-reflection. To complete a process recording, **after** (for potential legal reasons do not take notes for this purpose during the interaction) a face-to-face (preferable) or video interaction with a client, document what took place including:

- Everything you said to them
- Everything they said to you
- Your thoughts throughout your interaction
- Your body language throughout the interaction
- Client responses to you
- Any other observation you find relevant

After completing the process recording, discuss it with your field instructor. In your write-up, protect the identity of your clients by using initials or pseudonyms. After you have written your process recording, which can be formatted in any way that makes

sense to you, please include a 1 - 2 page summary about your insights and observations with your process recording experience to include your discussion with your field instructor. What did you notice? How will you implement your observations going forward? For the second and third process recordings, please reflect on how you have integrated observations from earlier process recordings into your practice/interactions with clients. You will need to turn your process recording in with your reflection for full credit.

Due: At the end of Weeks 3, 6, and 12.

5. **Practicum Seminar Attendance (200 Points Total):**

A critical component of the field education/practicum experience is attending and participating in the scheduled practicum seminar which is intended to support students in the integration of classroom theory, experience, and other knowledge into their field education while supporting development of the CSWE Core Competencies and will be held 10 times throughout the semester (see schedule below). Students will earn 20 points each time they attend and engage in a practicum seminar. Missing one or 2 practicum seminar sessions will not negatively impact your practicum grade; consistently missing and/or lack of engagement during practicum seminar sessions will negatively impact your practicum grade and possibly credit earned.

6. **Mid-Term Site Visit (200 Points Total):**

Please schedule an appointment for your assigned field education faculty to visit with you and your field instructor/supervisor at your field education placement site. Please plan on between 30 minutes to an hour for this visit. **For full credit, this interview needs to be scheduled (not completed) at least 2 weeks before the due date.** After the site visit, please submit a 1 - 2 page summary about feedback received and how you will apply it. This interview and write-up must be completed by the end of Week 8.

7. **Ethical Dilemma Case Presentation (100 Points Total):**

Each student will choose 1 ethical dilemma encountered at their practicum and present it during a practicum seminar. While protecting the identities of all individuals involved by using initials or pseudonyms for individuals involved, please include the following information in your presentations:

- Relevant information about the case.
- What creates the ethical dilemma?
- What, if any, personal values for anyone involved are complicating this dilemma?

- What specific aspects of the NASW Code of Ethics are relevant?
- What kind of supervision and/or consultation took place?
- What was the resolution?
- Did/do you agree with the resolution based on your interpretation of the NASW Code of Ethics? Why or why not?
- If there wasn't, or hasn't been a resolution, what would you recommend based on the NASW Code of Ethics?

Due: At the end of Week 12

8. **Field Instructor Evaluation (150 Points Total):**

Please print/download the Field Instructor Evaluation Form found in the Canvas assignment shell and Appendix D in the Practicum Manual and provide it to your field instructor no later than Week 12 in the semester. Your field instructor will return the form directly to your assigned field education faculty during the last week of the semester by email, fax, or postal mail. Breakdown of grading is as follows:

- A score of 3 or higher for 8-9 competencies - 150 points
- A score of 3 or higher for 7 competencies - 125 points
- A score of 3 or higher for 6 competencies - 100 points
- A score of 3 or higher for 5 competencies - 75 points
- A score of 3 or higher for 4 competencies - 50 points
- A score of 3 or higher for 3 competencies - 25 points
- A score of 3 or higher for 1 - 2 competencies - 0 points

Due: At the end of Week 14

9. **Seminar Attendance (200 Points Total).**

A critical component of the field education/practicum experience is attending and participating in the scheduled practicum seminar which is intended to support students in the integration of classroom theory, experience and other knowledge into their field education while supporting development of the CSWE Core Competencies and will be held 10 times throughout the semester (see schedule below). Students will earn 20 points each time they attend and engage in practicum seminar. Missing one or 2 seminar sessions will not negatively impact the practicum grade; consistently missing and/or lack of engagement during seminar sessions will negatively impact a student's practicum grade and possibly credit earned.

18. **Field Instructor Evaluation (150 Points Total).** Both your field instructor and task supervisor (if applicable) have been provided access to the Field Instructor Evaluation Form found in the Canvas assignment shell and Appendix D in the Practicum Manual. Your field instructor will return the form directly to your assigned field education faculty during the last week of the semester by email, fax, or postal mail. Breakdown of grading is as follows:

- A score of 2 or higher for 7-9 competencies - 150 points
- A score of 2 or higher for 6 competencies - 125 points
- A score of 2 or higher for 5 competencies - 100 points
- A score of 2 or higher for 4 competencies - 75 points
- A score of 2 or higher for 3 competencies - 50 points
- A score of 2 or higher for 2 competencies - 25 points
- A score of 2 or higher for 1 competencies - 0 points

Due: December 8.

19. **Practicum Hours and Supervision Log (200 points):**

Please submit the Practicum Hours and Supervision Log Form that can be found in the Canvas assignment shell and Appendix C of the Practicum Manual no later than the last day of the semester. In order to receive credit for this assignment:

- The form must be completed in its entirety
- 1 Hour minimum of weekly supervision must be documented

Please note that if your field instructor and task supervisor were different people, you will need to submit 2 different forms.

<i>Assignments</i>	<i>Points Possible</i>	<i>Percentage</i>
Syllabus Quiz	25	2%
Learning Plan	200	13%
Learning Plan Reflection	175	11%

Process Recordings	150	10%
Practicum Seminar Attendance	200	13%
Mid-Term Site Visit	200	13%
Ethical Dilemma Case Presentation	150	10%
Field Instructor Evaluation	250	16%
Practicum Hours and Supervision Log	200	21%
Total	1550	100%

SCHEDULE

Weekly Schedule:

Beginning Practicum Seminar Schedule		
1	Welcome Back <ul style="list-style-type: none"> • Student reflections about Practicum • Use of supervision during Advanced Practicum • Review of field education faculty expectations 	Syllabus Quiz Due
2	CSWE Core Competency 1: Demonstrate Ethical and Professional Behavior	Practicum Learning Plan due Learning Plan Reflection due
3	CSWE Core Competency 2: Engage Diversity and Difference in Practice	Process Recording 1 due

4	CSWE Core Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Learning Plan Reflection due
5	<ul style="list-style-type: none"> CSWE Core Competency 4: Engage In Practice-informed Research and Research-informed Practice 	
6	<ul style="list-style-type: none"> No Seminar, arrange for meeting with Field Education Faculty 	Learning Plan Reflection due Process Recording 1 due
7	No Seminar, arrange for meeting with Field Education Faculty	
8	No Seminar, arrange for meeting with Field Education Faculty	Learning Plan Reflection due
9	CSWE Core Competency 5: Engage in Policy Practice	
10	CSWE Core Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Ethical Dilemma Case Study Presentations	Learning Plan Reflection due
11	CSWE Core Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Ethical Dilemma Case Study Presentations	
12	CSWE Core Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Ethical Dilemma Case Study Presentations	Learning Plan Reflection due Process Recording 1 due Ethical Dilemma Case Study Presentation
13	CSWE Core Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	

	Ethical Dilemma Case Study Presentations	
14	Ethical Dilemma Case Study Presentations	Learning Plan Reflection due Field Instructor Eval Due Hours Logs due

GRADING

- **Pass/Fail**
- **85% of total possible points = passing grade.**
- Note about grading: While there are a few assignments/requirements that will be possible for you to miss and still pass, there are many assignments/requirements for this course that will result in you failing the course if you do not complete them.

CELL PHONE POLICY

Please keep your cell phones on vibrate or silent. Please do not allow your cell phones to become a distraction in class. If you need to use your cell phone, please practice professionalism and step out to do so.

CANVAS ANNOUNCEMENTS

Please pay attention to Canvas Announcements as this instructor uses Canvas Announcements to communicate with students about important information.

UNIVERSITY POLICIES

SUU Policy Syllabi Statements:

<https://www.suu.edu/academics/provost/pdf/statements-required-in-course-syllabi.pdf>

Please take the time to review these syllabus statements; they contain important information for you to be aware of.

Academic Integrity Policy: Academic dishonesty, which includes the dishonest completion of any portion of any assignment in any way, will not be tolerated. [SUU Policy 6.33](#) will be followed. It is the responsibility of the student to understand this policy. It may be helpful to familiarize yourself with the SUU Student Code of Conduct in addition to [SUU Policy 6.33](#).

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Emergency Management Statement: In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. For detailed information visit the University's [emergency management plan](#) page;

HEOA Compliance Statement: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. For detailed information please visit our [HEOA Compliance](#) page;

University policy (SUU Policy 5.60) requires me to report disclosures I receive from students that indicate they have been subjected to sexual misconduct/harassment. The University defines sexual harassment consistent with Federal Regulations (34 C.F.R. Part 106, Subpart D) to include quid pro quo, hostile environment harassment, sexual assault, dating violence, domestic violence, and stalking. When students communicate this information to me in-person, by email, or within writing assignments, I will report that to the Title IX Coordinator to ensure students receive support from the Title IX Office. A reporting form is available at <https://cm.maxient.com/reportingform.php?SouthernUtahUniv>."

Appendix D

Practicum Learning Plan

Adapted from learning plan developed by the University of Utah College of Social Work

THE EPAS COMPETENCIES & SELECTED TASKS/ACTIVITIES & METHODS OF EVALUATION		
Competency	Selected Tasks & Activities	Methods of Evaluation
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>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.</p>		

Intern makes ethical decisions by apply professional stands (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context;		
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations;		
Intern demonstrates professional demeanor in behavior		
Intern demonstrates professional demeanor in appearance;		
Intern demonstrates professional demeanor in oral communication;		
Intern demonstrates professional demeanor in written communication;		
Intern demonstrates professional demeanor in electronic communication;		
Intern uses technology ethically and appropriately to facilitate practice outcomes; and		
Intern uses supervision and consultation to guide professional judgment and behavior.		

Competency 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.

Intern applies their understanding of social justice to advocate for human rights at the individual family, group, organizational and/or community system levels;		
Intern applies their understanding of economic justice to advocate for human rights at the individual family, group, organizational and/or community system levels;		
Intern applies their understanding of environmental justice to advocate for human rights at the individual family, group, organizational and community system levels;		
Intern engages in practices that advance human rights to promote social justice;		
Intern engages in practices that advance human rights to promote racial justice;		

Intern engages in practices that advance human rights to promote economic justice; and		
Intern engages in practices that advance human rights to promote environmental justice.		
<p>Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>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 10 2022 Educational Policy and Accreditation Standards values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.</p>		
Intern applies and communicates understanding of the importance of Anti-Racism, Diversity, Equity, and Inclusion in shaping life experiences in practice at the micro level, including but not limited to the individual;		
Intern applies and communicates understanding of the importance of Anti-Racism, Diversity, Equity, and Inclusion in shaping life experiences in practice at the mezzo level, including but not limited to families, groups, and organizations;		

Intern applies and communicates understanding of the importance of Anti-Racism, Diversity, Equity, and Inclusion in shaping life experiences in practice at the macro level, including but not limited to community, research and policy		
Intern presents themselves as learners to clients and constituencies;		
Intern engages clients and constituencies as experts of their own experiences; and		
Intern applies self-awareness and self-regulation to manage the influence of bias, power, privilege and values in working with clients and constituencies.		
Competency 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.		
Intern uses theory to inform scientific inquiry and research;		
Intern uses practice experience to inform scientific inquiry and research;		

Intern applies critical thinking to engage in analysis of <u>quantitative</u> research methods and research findings;		
Intern applies critical thinking to engage in analysis of <u>qualitative</u> research methods and research findings; and		
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.		
Competency 5: Engage in Policy Practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.		
Intern Identifies social policy at the local, state, and federal level that impacts wellbeing, service delivery, and access to social services;		
Intern assesses how social welfare and economic policies impact the delivery of and access to social services;		
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice;		
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice; and		

Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice.		
Competency 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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social 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.		
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and		
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		

Competency 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies;		
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;		
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and		
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		

Competency 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.

Intern engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and;		
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;		
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes;		
Intern incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies; and		
Intern facilitates effective transitions and endings that advance mutually agreed-on goals.		

Competency 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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Intern select and use appropriate methods for evaluation of outcomes;		
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;		
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes;		
Intern applies evaluation findings to improve practice effectiveness at the micro level;		
Intern applies evaluation findings to improve practice effectiveness at the mezzo level; and		
Intern applies evaluation findings to improve practice effectiveness at the macro level.		

Student Signature and Date: _____

Field Instructor Signature and Date: _____

Task Supervisor (if different from field instructor) Signature and Date: _____



Beverly Taylor College of Education and Human Development

Appendix E

Southern Utah University

BSW Generalist Practice Field Practicum Student Evaluation of Practicum Site and Field Instructor

Date _____

Period of evaluation: Beginning Practicum _____ Advanced Practicum _____

Student Name: _____

Agency Name: _____

Agency Address: _____

Field Instructor's Name, Title, and Degree: _____

Field Instructor's Phone and email: _____

Site Supervisor's Name (If Applicable) _____

Site Supervisor's Phone and email: _____

Brief Description of Placement:

Evaluation of Practicum Setting by Student	
Instructions: 1 = Strongly Disagree 2 = Disagree 3 = Somewhat Disagree 4 = Somewhat Agree 5 = Agree 6 = Strongly Agree 7 = Very Strongly Agree NA = Not Applicable	
1. I received a minimum of one hour of supervision each week.	1 2 3 4 5 6 7 NA
2. The staff of the agency communicated an attitude of acceptance and helpfulness conducive to a positive learning experience.	1 2 3 4 5 6 7 NA
3. I consider that my field placement offered a good opportunity for learning.	1 2 3 4 5 6 7 NA
4. The field placement provides an opportunity to integrate classroom theory and practice.	1 2 3 4 5 6 7 NA
5. I was given individual responsibility for my own case(s).	1 2 3 4 5 6 7 NA
6. The field experience stimulated the use of critical thinking (i.e. analysis, synthesis, problem solving and evaluation).	1 2 3 4 5 6 7 NA
7. The placement provided the opportunity to be appropriately involved and busy.	1 2 3 4 5 6 7 NA
8. The workload expected by the agency was not too heavy.	1 2 3 4 5 6 7 NA
9. I would recommend this agency placement to other students.	1 2 3 4 5 6 7 NA

10. I would recommend this field instructor to other students.	1 2 3 4 5 6 7 NA
11. I feel like I was treated as a valuable professional colleague in the agency.	1 2 3 4 5 6 7 NA
12. Because of my experience in the agency, I am able to better understand what it means to be a generalist practitioner.	1 2 3 4 5 6 7 NA
13. Are there any unique requirements relating to this agency that should be known to students before being placed here?	Short Answer:
14. What improvements should be made in this placement?	Short Answer
15. Other comments:	Short Answer

Appendix F

BSW Supervision Log

Week	Weekly Hours Completed	Date of Supervision	Time in Supervision
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

13			
14			
Total:			

Signature Page

Field Instructor Printed Name and Title	Signature	Date
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Supervisor Printed Name and Title (if applicable)	Signature	Date
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Student Printed Name	Signature	Date
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Additional Comments (optional):

Appendix G

**Southern Utah University
Baccalaureate of Social Work**

**BSW Generalist Practice Beginning Field Practicum
Student Progress Evaluation
Developed by the University of Maine School of Social Work**

Date _____

Period of evaluation: First semester _____ Second semester _____

Student Name: _____

Agency Name: _____

Agency Address: _____

Field Instructor's Name, Title, and Degree: _____

Field Instructor's Phone and email: _____

Site Supervisor's Name (If Applicable) _____

Site Supervisor's Phone and email: _____

Note: Please review this evaluation with the student before it is submitted to the BSW Field Education Director. Signatures of Field Instructor, Site Supervisor (if applicable), and student are required on the last page of this evaluation. Data from this form (with no names included) will be used as a component of the Southern Utah University Bachelor of Social Work outcome assessment process.

Brief Description of Placement:

Competency Rating

The standard by which an intern is to be evaluated is that of a new entry-level social worker. The 9 competencies that are specified in this evaluation form are those established by the Council on Social Work Education (CSWE). **Please rate each student on their ability to develop the**

overall competency. Under each competency statement are several items that we ask you to rate according to the following criteria. This evaluation should assess the student's competencies for the **current semester**.

1	The intern has not met the expectations for demonstrating the competency at this time. The intern is not able to demonstrate <u>any</u> of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
2	The intern is approaching competency in this area and it is anticipated that the intern will meet the expectations in the near future. The intern is able to demonstrate <u>some</u> of the dimensions of knowledge, skills, values, cognitive, and affective behaviors for the performance descriptors.
3	The intern demonstrates satisfactory competency in this area. The intern is able to demonstrate application of <u>all</u> the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
4	The intern demonstrates advanced competency in this area. The intern is able to demonstrate advanced application of <u>most</u> of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
5	The intern has mastered the competency in this area. . The intern is able to demonstrate advanced application of <u>all</u> of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.

Comments may be made under any competency statement, if desired. **Specific examples related to the student's personalized learning plan are welcome and encouraged.** Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please provide additional details for any performance descriptor in which there is a rating of 1 or 2.

This evaluation is intended to give the intern feedback about her or his performance and to provide the Faculty Liaison (Seminar Instructor) with an overall assessment of our students' competencies in the field.

Competency #1: Intern demonstrates ethical and professional behavior.						
Performance Descriptors		Rating				
a.	Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, ethical conduct of research, and additional codes of ethics as appropriate to context.	1	2	3	4	5
b.	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4	5
c.	Demonstrates professional demeanor in behavior, appearance, oral, written, and electronic communication.	1	2	3	4	5
d.	Uses technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	5
e.	Uses supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5
f.	Attends well to professional roles and boundaries.	1	2	3	4	5

Comment regarding Competency #1 (optional):

Competency #2: Intern engages diversity and difference in practice						
Performance Descriptors		Rating				
a.	Treats diverse clients with dignity and respect	1	2	3	4	5
b.	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power	1	2	3	4	5
c.	Applies and communicates the importance of diversity and difference in shaping life experiences at the micro and macro levels.	1	2	3	4	5
d.	Presents self as learner and engages clients and constituencies as experts in their own experience.	1	2	3	4	5
e.	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5

Comment regarding Competency #2 (optional):

Competency #3: Intern advances human rights and social, economic and environmental justice.						
Performance Descriptors		Rating				
a.	Recognizes that each person has basic human rights, (e.g safety, privacy, an adequate standard of living, health care, education)	1	2	3	4	5
b.	Applies understanding of social, economic, and environmental justice to advocate at the individual and system levels.	1	2	3	4	5
c.	Engages in practices that advance social, economic and environmental justice.	1	2	3	4	5

Comment regarding Competency #3 (optional):

Competency #4: Intern engages in research-informed practice and practice-informed research.						
Performance Descriptors		Rating				
a.	Uses practice experience and theory to inform scientific inquiry and research.	1	2	3	4	5
b.	Engages in critical analysis of qualitative and quantitative research methods and findings.	1	2	3	4	5
c.	Uses and translates research findings to inform and improve practice, policy, and service delivery.	1	2	3	4	5

Comment regarding Competency #4 (optional):

Competency #5: Intern engages in policy practice.						
Performance Descriptors		Rating				
a.	Understands policy development and implementation in practice settings at the micro and macro levels and how social workers can affect change within the practice setting.	1	2	3	4	5
b.	Assesses how social welfare and economic policies impact the access to and delivery of social services.	1	2	3	4	5
c.	Critically analyzes and promotes policies that advance human rights and social, economic and environmental justice.	1	2	3	4	5

Comment regarding Competency #5 (optional):

Competency #6: Intern engages with individuals, families, groups, organizations, and communities.						
Performance Descriptors		Rating				
a.	Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.	1	2	3	4	5
b.	Uses empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5
c.	Understands how personal experiences and affective reactions may influence the ability to effectively engage with diverse clients and constituencies.	1	2	3	4	5

Comment regarding Competency #6 (optional):

Competency #7: Intern assesses individuals, families, groups, organizations, and communities.						
Performance Descriptors		Rating				
a.	Collects, organizes, critically analyzes, and interprets information from clients and constituencies.	1	2	3	4	5
b.	Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1	2	3	4	5
c.	Develops mutually agreed-on focus of work and desired outcomes.	1	2	3	4	5
d.	Critically assesses clients' strengths, needs and challenges.	1	2	3	4	5
e.	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency.	1	2	3	4	5

Comments regarding competency #7 (optional).

Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.						
Performance Descriptors		Rating				
a.	Implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4	5
b.	Applies knowledge of human development , person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4	5
c.	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4	5
d.	Negotiates, mediates, and advocates with and on behalf of clients and constituencies.	1	2	3	4	5
e.	Facilitates effective transitions and endings that advance mutually agreed-upon goals.	1	2	3	4	5

Comments regarding competency #8 (optional).

Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.						
Performance Descriptors		Rating				
a.	Selects and uses appropriate methods for evaluation of outcomes.	1	2	3	4	5
b.	Critically analyzes, monitors, and evaluates interventions and program processes and outcomes..	1	2	3	4	5
c.	Applies evaluation findings to improve practice effectiveness at the micro and macro levels.	1	2	3	4	5

Comment regarding Competency #9 (optional):

PLEASE GO TO NEXT PAGE ---- SIGNATURE PAGE

Summary and Recommendations

1. Please identify this student's three most significant strengths.
2. Please identify this student's three most significant areas of opportunities for growth.
3. Please discuss this student's progress toward successful completion of his/her learning goals.
4. Please share any recommendations for this student's future professional development.

Field Instructor Signature	Date
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Supervisor Signature (if applicable)	Date
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Student Signature	Date
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Student Response:

**Southern Utah University
Baccalaureate of Social Work**

**BSW Generalist Practice Advanced Field Practicum
Student Progress Evaluation
Developed by the University of Maine School of Social Work**

Date _____

Period of evaluation: First semester _____ Second semester _____

Student Name: _____

Agency Name: _____

Agency Address: _____

Field Instructor's Name, Title, and Degree: _____

Field Instructor's Phone and email: _____

Site Supervisor's Name (If Applicable) _____

Site Supervisor's Phone and email: _____

Note: Please review this evaluation with the student before it is submitted to the BSW Field Education Director. Signatures of Field Instructor, Site Supervisor (if applicable), and student are required on the last page of this evaluation. Data from this form (with no names included) will be used as a component of the Southern Utah University Bachelor of Social Work outcome assessment process.

Brief Description of Placement:

Competency Rating

The standard by which an intern is to be evaluated is that of a new entry-level social worker. The 9 competencies that are specified in this evaluation form are those established by, the Council on Social Work Education (CSWE). **Please rate each student on their ability to develop the overall competency.** Under each competency statement are several items that we ask you to rate according to the following criteria. This evaluation should assess the student's competencies for the **current semester**.

1	The intern has not met the expectations for demonstrating the competency at this time. The intern is not able to demonstrate <u>any</u> of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
2	The intern is approaching competency in this area and it is anticipated that the intern will meet the expectations in the near future. The intern is able to demonstrate <u>some</u> of the dimensions of knowledge, skills, values, cognitive, and affective behaviors for the performance descriptors.
3	The intern demonstrates satisfactory competency in this area. The intern is able to demonstrate application of <u>all</u> the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
4	The intern demonstrates advanced competency in this area. The intern is able to demonstrate advanced application of <u>most</u> of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.
5	The intern has mastered the competency in this area. . The intern is able to demonstrate advanced application of <u>all</u> of the dimensions of knowledge, values, skills, cognitive, and affective behaviors for the performance descriptors.

Comments may be made under any competency statement, if desired. Specific examples related to each competency statement are also welcome. Please be sure to indicate those areas in which you think the intern is particularly strong and those areas that need improvement. Please provide additional details for any performance descriptor in which there is a rating of 1 or 2.

This evaluation is intended to give the intern feedback about her or his performance and to provide the Faculty Liaison (Seminar Instructor) with an overall assessment of our students' competencies in the field.

Competency #1: Intern demonstrates ethical and professional behavior.						
Performance Descriptors		Rating				
a.	Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, ethical conduct of research, and additional codes of ethics as appropriate to context.	1	2	3	4	5
b.	Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4	5
c.	Demonstrates professional demeanor in behavior, appearance, oral, written, and electronic communication.	1	2	3	4	5
d.	Uses technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	5
e.	Uses supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5
f.	Attends well to professional roles and boundaries.	1	2	3	4	5

Comment regarding Competency #1 (optional):

Competency #2: Intern engages diversity and difference in practice						
Performance Descriptors		Rating				
a.	Treats diverse clients with dignity and respect	1	2	3	4	5
b.	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power	1	2	3	4	5
c.	Applies and communicates the importance of diversity and difference in shaping life experiences at the micro and macro levels.	1	2	3	4	5
d.	Presents self as learner and engages clients and constituencies as experts in their own experience.	1	2	3	4	5
e.	Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5

Comment regarding Competency #2 (optional):

Competency #3: Intern advances human rights and social, economic and environmental justice.						
Performance Descriptors		Rating				
a.	Recognizes that each person has basic human rights, (e.g safety, privacy, an adequate standard of living, health care, education)	1	2	3	4	5
b.	Applies understanding of social, economic, and environmental justice to advocate at the individual and system levels.	1	2	3	4	5
c.	Engages in practices that advance social, economic and environmental justice.	1	2	3	4	5

Comment regarding Competency #3 (optional):

Competency #4: Intern engages in research-informed practice and practice-informed research.						
Performance Descriptors		Rating				
a.	Uses practice experience and theory to inform scientific inquiry and research.	1	2	3	4	5
b.	Engages in critical analysis of qualitative and quantitative research methods and findings.	1	2	3	4	5
c.	Uses and translates research findings to inform and improve practice, policy, and service delivery.	1	2	3	4	5

Comment regarding Competency #4 (optional):

Competency #5: Intern engages in policy practice.						
Performance Descriptors		Rating				
a.	Understands policy development and implementation in practice settings at the micro and macro levels and how social workers can affect change within the practice setting.	1	2	3	4	5
b.	Assesses how social welfare and economic policies impact the access to and delivery of social services.	1	2	3	4	5
c.	Critically analyzes and promotes policies that advance human rights and social, economic and environmental justice.	1	2	3	4	5

Comment regarding Competency #5 (optional):

Competency #6: Intern engages with individuals, families, groups, organizations, and communities.						
Performance Descriptors		Rating				
a.	Applies knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.	1	2	3	4	5
b.	Uses empathy, reflection, and other interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5
c.	Understands how personal experiences and affective reactions may influence the ability to effectively engage with diverse clients and constituencies.	1	2	3	4	5

Comment regarding Competency #6 (optional):

Competency #7: Intern assesses individuals, families, groups, organizations, and communities.						
Performance Descriptors		Rating				
a.	Collects, organizes, critically analyzes, and interprets information from clients and constituencies.	1	2	3	4	5
b.	Applies knowledge of human development, person in environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1	2	3	4	5
c.	Develops mutually agreed-on focus of work and desired outcomes.	1	2	3	4	5
d.	Critically assesses clients' strengths, needs and challenges.	1	2	3	4	5
e.	Selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the client or constituency.	1	2	3	4	5

Comments regarding competency #7 (optional).

Competency #8: Intern intervenes with individuals, families, groups, organizations, and communities.						
Performance Descriptors		Rating				
a.	Implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4	5
b.	Applies knowledge of human development , person in environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4	5
c.	Uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	1	2	3	4	5
d.	Negotiates, mediates, and advocates with and on behalf of clients and constituencies.	1	2	3	4	5
e.	Facilitates effective transitions and endings that advance mutually agreed-upon goals.	1	2	3	4	5

Comments regarding competency #8 (optional).

Competency #9: Intern evaluates practice with individuals, families, groups, organizations, and communities.						
Performance Descriptors		Rating				
a.	Selects and uses appropriate methods for evaluation of outcomes.	1	2	3	4	5
b.	Critically analyzes, monitors, and evaluates interventions and program processes and outcomes..	1	2	3	4	5
c.	Applies evaluation findings to improve practice effectiveness at the micro and macro levels.	1	2	3	4	5

Comment regarding Competency #9 (optional):

PLEASE GO TO NEXT PAGE ---- SIGNATURE PAGE

Summary and Recommendations

1. Please identify this student's three most significant strengths.
2. Please identify this student's three most significant areas of opportunities for growth.
3. Please discuss this student's progress toward successful completion of his/her learning goals.
4. Please share any recommendations for this student's future professional development.

Field Instructor Signature

Date

Supervisor Signature (if applicable)

Date

Student Signature

Date

Student Response:

Appendix H

BSW Field Education Student Signature Page

I, _____, have read and understand the
Printed name

SUU BSW Practicum Manual. I have obtained satisfactory answers to any questions I have about the policies and procedures contained in this manual from SUU field education faculty.

Student Signature

Date