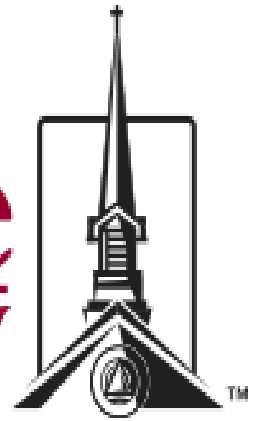


Campbellsville UNIVERSITY



CARVER SCHOOL OF SOCIAL WORK

Master of Social Work

MSW FIELD PRACTICUM POLICY MANUAL
(Subject to change – last updated August 2025)

The MSW Program at Campbellsville University is
accredited by The Council on Social Work Education

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I. Introduction

Welcome to the MSW Field Practicum at the Carver School of Social Work

This manual will serve as a resource to the MSW Field Education program at the Carver School of Social Work. Your field placement is an opportunity to put into practice your knowledge, skills and values. It is also the place to see theory in action and learn firsthand how theory, policy, research and practice intersect. Fieldwork is exciting and challenging! All of this is necessary to prepare you to become an ethical and competent master level social worker. Our goal at CSSW is to challenge you to learn the skills and knowledge you will need as a master level social worker.

The goal of the MSW Field program is to provide students the opportunity, through the practicum experience and field course, to integrate into practice the conceptual knowledge gained from coursework so students can successfully function as social work practitioners.

We, at the Carver School of Social Work, are committed to your success in the program and your future contributions to the profession.

Sincerely,

Kalon Moody

Kalon Moody, MSSW
MSW Director of Field Education
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This manual is designed to assist practicum students, Field Agency Instructors, and other agency personnel involved in social work field education in understanding what is expected during the field placement. Field placement is designed to provide students with an opportunity to learn within an agency setting and to apply the knowledge, skills, and values acquired through their classroom course work. This manual provides all those involved with the practicum experience at the Carver School of Social Work the current MSW fieldwork policies, procedures and requirements.

CU Mission

Campbellsville University is a comprehensive, Christian institution that offers non-credit technical programs, along with certificates, associates, undergraduate and graduate programs. The university is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The university prepares students as Christian servant leaders for life-long learning, continued scholarship by linking discovery research to knowledge at the doctoral level, and active participation in a diverse, global society.

Carver School of Social Work Mission

The Carver School of Social Work Master of Social Work program promotes academic excellence, leadership and personal growth in the spirit of Christian service. The MSW program is grounded in the liberal arts and guided by the person-in-environment framework and global perspective. The purpose of the MSW program is to develop competent advanced generalist social workers with a strong sense of integrity, respect for human diversity, and commitment to the profession's values. The Carver School of Social Work values the dignity and worth of a person, human relationships and the pursuit for social and economic justice. Students learn advanced social work skills of prevention and intervention skills based on scientific inquiry that guide their practice with diverse individuals, families, groups, organizations, and communities. Through the application of ethical principles and critical thinking, the programs' curricula equip students to advance diversity, equity and inclusion, build resiliency and advocate for human rights at the micro, mezzo and macro levels.

MSW Program Goals

Program Goals Guided by the mission of this MSW Program and influenced by the mission of CU, the social work profession and the needs of the local, regional, state and international communities, the MSW Program strives to attain the following goals:

- 1. To prepare competent and effective advanced generalist graduate level social work professionals to empower, lead and serve as practitioners, service coordinators, service administrators, policy analysts' and program developers;**
- 2. To equip graduates with advanced generalist graduate level social work knowledge, values, and skills in preparation for service with diverse, at-risk, marginalized, oppressed populations which exist in rural, urban, national and international locations;**
- 3. To prepare advanced generalist graduate level social workers who are skilled in evaluating and linking empirical knowledge, social work practice wisdom, social research and practice outcomes; and**
- 4. To stimulate a desire within graduates for the pursuit of life-long-learning and Christ-centered service.**

These program goals build on a foundation of generalist content and expand toward the preparation of advanced level social workers. As such, a foundation curriculum, similar to undergraduate social work education, is provided in the first year of this MSW Program; however, the foundation graduate year incorporates graduate level rigor in research activities and learning assignments.

II. Field Education Program

Overview of Field Education

Field education provides an opportunity for students to integrate into practice the theoretical knowledge gained from coursework. MSW students participate in generalist social work learning opportunities intended to provide experience with Individuals, Groups, Families, Communities, and Organizations. This is accomplished through the practicum placement of students in social work service organizations.

Foundation Practicum

Students admitted at the foundation level complete 900 hours of practicum in the program; 450 at the foundation level and 450 at the advanced level.

Foundation Practicum Course Descriptions

SWK 510 Foundation Practicum I (3 credit hours)

Foundation Practicum 510 is the first 16-week capstone course for the MSW Foundation program. Students will be introduced to the foundation level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing and building competence of the social work practitioner at the foundation level. In addition to course assignments, students must also complete 225 clock hours by the end of the semester. Pre-requisite: Field placement application approval.

SWK 511 Foundation Practicum II (3 credit hours)

Foundation Practicum 511 is the second 16-week term course for the MSW Foundation program. Students will continue to focus on the development of foundation level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing practicing and building competence of the social work skills and behaviors at the foundation level. In addition to course assignments, students must complete 225 clocks hours by the end of the semester. Pre-requisite: Successful completion of SWK 510 Foundation Practicum I.

SWK 512 Foundation Practicum Block semester (6 credit hours)

This course is the 16-week capstone course for the MSW Foundation program. Students will be introduced to the foundation level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 30 hours a week of observation, shadowing and building competence of the social work practitioner at the foundation level. In addition to course assignments, students must also complete 450 clock hours by the end of the semester. Pre-requisite: Field placement application approval.

Advanced Practicum

The program accepts student's field education hours completed in their CSWE- accredited BSW program to assure that students do not repeat previous achievement. Students admitted to the program as advanced standing attest to their field hours accumulated at the BSW level on their application. Students with less than 450 hours are required to complete additional hours in the specialized practicum to assure a minimum of 900 hours in practicum.

Advanced Practicum Course Descriptions

SWK 610 Advanced Practicum I (3 credit hours)

This course is the first 16-week capstone course for the MSW Advanced program. Students are introduced to the advanced level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing and building competence of the social work practitioner at the advanced level. In addition to course assignments, students must also complete 225 clock hours by the end of the semester. Pre-requisite: Students must be advanced standing and have practicum placement application approved by field director.

SWK 611 Advanced Practicum II (3 credit hours)

This course is the second 16-week term course for the MSW Advanced program. Students continue to focus on the development of the advanced level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 15 hours a week of observation, shadowing practicing and building competence of the social work skills and behaviors at the advanced level. In addition to course assignments, students will also complete 225 hours by the end of the semester. Pre-requisite: Successful completion of SWK 610 Advanced Practicum I

SWK 612 Advanced Practicum Block Semester (6 credit hours)

This course is the 16-week capstone course for the MSW Advanced program. Students are introduced to the advanced level of social work practice at an agency setting. The online course includes a practicum internship consisting of approximately 30 hours a week of observation, shadowing and building competence of the social work practitioner at the advanced level. In addition to course assignments, students must also complete 450 clock hours by the end of the semester. Pre-requisite: Students must be advanced standing and have practicum placement application approved by field director.

Areas of Focus

Advanced Standing Students may select an Area of Focus (AoF) in which to take their elective courses. Students may also select duals area of focus.

The MSW Program currently offers three AoF, clinical, substance use disorders, and faith base. Students are not required to select and declare an AoF. Students are permitted to take any of the courses within the AoF without committing to the AoF. Students may select any electives offered by the program to fulfill the three elective course requirements.

Clinical. The Clinical AoF builds clinical skills by requiring students to complete three courses: SWK 650 Change Theory, SWK 661 Clinical Diagnosis and Psychopharmacology and SWK 692 Social Work Theories. Students then complete their advanced practicum in a clinical setting.
Substance Use Disorders.

The Substance Use Disorders AoF builds skill by requiring students to complete three courses: SWK 650 Change Theory, SWK 661 Clinical Diagnosis and Psychopharmacology and SWK 681 Substance Use Disorder Treatment. Student then complete their advanced practicum in a substance use disorder treatment setting.

Faith Based. The Faith Based AoF prepares students to lead a faith based and/or non-profit organization by completing the following courses: SWK 601 Integrating Spirituality and Practice, SWK 685 Managing Non-Profit Organizations, and SWK 630 Experiential Learning. Students then complete their practicum in a nonprofit organization, program, or project clearly identifying as faith based in the name or mission statement.

Goal of Field Education

The goal of the MSW Field Education program is to provide students the opportunity, through a practicum experience and concurrent class, to integrate into practice the conceptual knowledge gained from coursework so students can successfully function as social work generalist practitioners. All forms discussed in this manual are found in appendices at the back.

Field Titles

Field education, the signature pedagogy of social work curriculum, heavily relies on the work and commitment of numerous individuals to provide an effective educational experience for future professional social workers. The field education department uses the following titles:

- *Director of Field Education* – The Director of Field Education provides leadership to all aspects of field

instruction, including monitoring of field students, oversight of the evaluation of field students, and approval of field agencies. The Director of Field Education has oversight of the MSW field education program, which is responsible for the administration of the field program, including field curriculum, planning the program, development of placement processes, oversight of field course instructors, and maintaining the field manual and field forms.

- *Field Course Instructor* – Refers to the member who represents the Carver School of Social Work and provides the link between the department, the agency, and the student. The Field Course Instructor monitors, consults, and intervenes when necessary to ensure a quality field experience occurs for all students. The Field Course Instructor acts as the *liaison* between the university and the agency. The Field Course Instructors are assigned to oversee the field experience, and maintains close contact with the student and field agency instructor throughout the placement.
- *Field Agency Instructor (on-site)* – staff person employed by the agency, who serves as the individual at the agency who met criteria for supervising a social work student and agrees to provide supervision through the field experience. For Foundation Students and Advanced Standing Generalist Students the Field Agency Instructor will have earned an MSW from a CSWE accredited program and have at least two years postgraduate experience. For Advanced Clinical students the Field Agency Instructor will have a LCSW or equivalent for state of licensure.
- *Field Agency Instructor (off-site)* – An individual who met criteria for supervising a social work student and agrees to provide supervision for this the field experience but is not employed by the agency. Off-site Field Agency Instructor works closely with the On-site Task Supervisor to assure the quality of student learning experiences. For Foundation Students and Advanced Standing Generalist Students the Field Agency Instructor will have earned an MSW from a CSWE accredited program and have at least two years postgraduate experience. For Advanced Clinical students the Field Agency Instructor will have a LCSW or equivalent for state of licensure.
- *Task Supervisor (on-site)* – staff person employed by the agency, who serves as the individual at the agency who leads on-site instruction and opportunities, monitors, and supervises the student within the agency. This role is only utilized in placement agencies who offer excellent learning opportunities for students, but do not have a qualified supervisor on-site. When used, the Task Supervisor works closely with the Off-site Field Agency Instructor to assure the quality of student learning experiences.

III. Field Education Process

The Director of Field Education admits students to the Field Education Program.

Planning for Your Field Practicum

Realistic thinking and planning for field practicum is key to your success. Talk with your spouse, family and support system about your personal responsibilities and how things may need to be adjusted for your academic success. (2 graduate courses typically take 20 hours of course work plus an additional 16-hour of practicum = 36 plus hours per week).

If you work full-time and register full-time as a student, you could be averaging 72 hours per week between work and school. Part-time is an option that might fit for you if you have a full-time job, a family and/or are a caregiver to children or loved ones and cannot adjust or changes to your personal responsibilities.

The majority of our field agencies and the field agency instructors work during the workweek. If you are employed full-time, you might want to talk with your employment supervisor about your decision to earn your degree and explore a modified schedule to accommodate hours during the workweek for your practicum. For some, this may not be an option, so we offer an Employment Based Practicum. If you work for a social service agency or an organization that has a social work department, the agency may apply to be a placement site by our field department. (See Employment Based Practicum in Section V for details and requirements).

Field Practicum Orientation

The Field Practicum Website is located at the following address. It contains the Field Manual and other Field Practicum Orientation information and steps in the field practicum process.

<https://www.campbellsville.edu/academics/programs/social-work/degrees/msw-field-practicum.html>

Intern Placement Tracking (IPT) System

The Carver School of Social Work (CSSW) uses an Intern Placement Tracking System called (IPT). Students are given a user code and password when they are admitted into the program. It is crucial for all students to access IPT to begin the field practicum registration process upon acceptance into the program immediately. Students will complete the Student Tab with basic demographics.

In IPT, the student can review, research and choose an agency preference from a list of Field Agencies that are of interest to you. There is a contract between these Field Agencies and the CSSW for student internships. If the student does not find an agency listed in IPT, the student initiates a search for an agency.

The student begins the process of contacting their preferred agency. Introduce yourself by phone using the contact information provided in IPT for the field agency or that you have secured.

Ask to speak with the person in charge of interns. Introduce yourself with your full name and explain you are a CU Master of Social Work student and calling to inquire about a possible practicum placement.

If a slot is available and the agency is accepting students, ask if you can arrange a face-to-face or over the phone interview for a practicum placement.

Prior to your interview, research the agency and take notes about their services, structure, clients served, and mission. Prepare questions for the interview. For example, ask how and when you will be notified about the result of your interview. For the interview, take a notepad make notes about what to expect from the agency practicum. After the interview, write a thank you note to the staff member who interviewed you.

If your practicum site is also your employer, ensure there is distinct difference between your role as an employee

and as a student, and distinctly different times when you work as an employee and as a student. Make sure there is agreement by the appropriate official of the agency. Follow the Employment Based Practicum policies in this manual and contact the field office to ensure inclusion of the agency in IPT.

Student Malpractice Liability Insurance

Students are required to have student malpractice liability insurance at the time of starting the practicum, and documentation must be uploaded in the IPT Student page in the first week of field. You are withdrawn from the course if this is not completed within the required time frame.

Link to student malpractice liability insurance site:

<https://socialworkinsure.com/>

Academic Requirement for Enrollment in Foundation Field Practicum

In order to enroll in the foundation field practicum, a student must have successfully completed 12 hours of core foundation classes and meet the following academic criteria:

- No Ds or Fs
- GPA of at least 3.00
- No more than one C
- Student Practicum Agreement completed and submitted

If a student does not meet these criteria, they are required to retake their courses and improve their academic standing before enrolling in the foundation field practicum.

Academic Requirements for Enrollment in Advanced Generalist Field Practicum

In order to enroll in the advanced generalist field practicum, a student must have either successfully completed the foundation year of the curriculum or have already completed a BSW from a CSWE accredited undergraduate social work program.

To progress to the advanced standing year, students without a BSW must meet the following criteria:

- Successfully completed the foundation curriculum
- No Ds or Fs
- GPA of at least 3.00
- No more than one C
- Student Practicum Agreement completed and submitted

In order to enroll in the advanced generalist field practicum, a student must meet the following academic criteria:

- No Ds or Fs
- GPA of at least 3.00
- No more than one C
- Student Practicum Agreement completed and submitted

Field Practicum Placement Deadlines

Summer Practicum

April 1 **Deadline** for submission of all Field documents Placement Secured/Documents Completed Field Placement entered in IPT

May Summer Semester

Fall Practicum

July 15 **Deadline** for submission of all Field documents Placement Secured/Documents Completed Field Placement entered in IPT

August Fall Semester

Spring Practicum

December 1 **Deadline** for submission of all Field documents Placement Secured/Documents Completed Field Placement entered in IPT

January Spring Semester

IV. Practicum Course Overview

Field Learning Contract

The evaluation of the student's performance is an ongoing process in which the Field Course Instructor and Field Agency Instructor provide the student with constructive feedback and an accurate description of his/her performance. The student is jointly evaluated at the Midterm and Final. The Field Learning Contract is agreed upon, signed in IPT at an Initial Teleconference (within first two weeks of semester), signed at Mid-term Teleconference, and signed again at the Final Teleconference and provides the framework for the evaluation. Evaluations are tied directly to the Learning Contract for a clear picture of the competency, practice behavior, and the task being evaluated. The rating scale is located in the Field Learning Contract in IPT.

The Field Learning Contract contains all nine Social Work Core Competencies and all Practice Behaviors. Students are required to complete all listed Practices Behavior tasks within their 450- hour practicum. A joint collaboration between the student and Field Agency Instructor will decide how the tasks will be completed within the agency. Students will comment on each Competency how they completed the Practice Behaviors and Field Agency Instructor will comment on each Competency on how well the student completed the Practice Behavior and their overall comprehension of the Competency.

Students are rated using the following scale:

Scale	Performance Measure	Description	Definition
5	Strong Competent Performance	The intern/student demonstrates strong application of the knowledge, values, and skills related to the performance of the practice behavior.	Above average performance of the practice behavior.
4.5		Exceeds 4, but does not meet all criteria for 5.	
4	Adequate Competent Performance	The intern/student demonstrates adequate application of the knowledge, values, and skills related to the performance of the practice behavior.	Average performance of the practice behavior.
3.5		Exceeds 3, but does not meet all criteria for 4.	
3	Emerging Competent Performance	The intern/student demonstrates emerging application of the knowledge, values, and skills related to the performance of the practice behavior.	Dependably implements the basic elements of the practice behavior.
2.5		Exceeds 2, but does not meet all criteria for 3.	
2	Inadequate Performance	The intern/student demonstrates inadequate application of the knowledge, values, and skills related to the performance of the practice behavior.	Inconsistently performs the basic elements of the practice behavior.
1.5		Exceeds 1, but does not meet all criteria for 2.	
1	Lacking Performance	The intern/student lacks the ability to demonstrate application of the knowledge, values, and skills related to the performance of the practice behavior.	Fails to perform the basic elements of the practice behavior.
N/A	Lack of opportunity	The intern/student has not had the opportunity to work on the skills related to the performance of the practice behavior.	**Mid-Term Rating Only**

The MSW Field Practicum encompasses all Competencies, all Behaviors, and all Dimensions.

Foundation Competencies, Behaviors & Dimensions

Competency 1: Demonstrate Ethical and Professional Behavior

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

- 1.1 Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- 1.2 Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- 1.3 Use technology ethically and appropriately to facilitate practice outcomes; and
- 1.4 Use 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. Social workers:

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.

Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- 3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 3.2 Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

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. Social workers:

- 4.1 Apply research findings to inform and improve practice, policy, and programs; and
- 4.2 Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

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

- 5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- 5.2 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, 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 individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and

understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

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

- 7.1 Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- 7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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. Social workers:

- 8.1 Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- 8.2 Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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 evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

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

Advanced Generalist Competencies, Behaviors, and Dimensions

The Advanced Generalist curriculum builds on the BSW or foundation and uses the following competencies and behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers understand the values and ethics of the social work profession and are proficient in using ethical decision-making frameworks. They critically analyze situations and use ethics to influence conduct at all levels of practice. They also use self-reflection and self-care practices to avoid secondary trauma. Advanced generalist social workers apply ethics and values in engagement, assessment, planning, intervention, and evaluation when working with diverse individuals, families, groups, organizations, and communities looking through an inclusive lens that promotes the well-being of all people. Advanced generalist social workers understand the role of other professionals and engage in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure diverse, equitable, inclusive, relevant and effective practice. Advanced generalist social workers:

- A1.1 Engage with clients and colleagues conveying a strength-based, diverse, inclusive demeanor and attitude;
- A1.2 Demonstrate professional and ethical social work conduct in all levels of practice;
- A1.3 Demonstrate the ability to critically analyze cases and articulate how to manage ethical issues in practice scenarios with a focus on trauma and cultural components;
- A1.4 Demonstrate the ability to apply social work ethics and values to the evaluation of social intervention; and
- A1.5 Engage in self-reflection and self-care practices which may include reflective trauma responsive supervision to prevent and address secondary trauma in self and organization

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

Advanced Generalist Social Workers understand that every person has fundamental human rights regardless of societal position. Advanced Generalist Social Workers are knowledgeable about the global intersecting and ongoing societal injustices throughout history that result in inequalities, oppression, trauma and racism. Advanced Generalist Social Workers use a framework of intersectionality to evaluate the distribution of power and privilege in society to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Advanced Generalist Social Workers advocate for and engage in trauma-informed strategies to eliminate oppressive structural barriers to ensure social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected. Advanced Generalist Social Workers:

- A2.1 Demonstrate purposeful skills in advocacy to promote human rights at the individual, family, group, organizational, and community system levels;
- A2.2 Analyze situations (culture, social, political, economic, etc.) where human rights are being violated;
- A2.3 Compare and evaluate how social, economic, cultural, and political frameworks can oppress and violate human rights; and
- A2.4 Engage in trauma-informed practices that advance human rights to promote social, racial, economic, and environmental justice resulting from racism and oppression.

Competency 3: Engage Anti-racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Advanced Generalist Social Workers understand how racism and oppression shape human and traumatic experiences and influence practice at the individual, family, group, organizational, and community system levels. Advanced Generalist Social Workers understand the pervasive impact of privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Advanced Generalist 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, class, color, culture, disability and ability,

ethnicity, gender, and gender identity. Advanced Generalist Social Workers understand that intersectionality means a person's life experiences may include oppression, poverty, trauma, marginalization, alienation, privilege, and power. Advanced Generalist Social Workers understand social and racial injustices, societal and historical roots, and the forms and mechanisms of oppression and discrimination. Advanced Generalist Social Workers understand cultural humility and recognize how cultural structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power, resulting in systemic oppression and trauma. Advanced Generalist Social Workers:

- A3.1. Demonstrate anti-racist, anti-oppressive, and trauma-informed social work practice at the individual, family, group, organizational, community, global, research, and policy levels; and
- A3.2. Demonstrate cultural humility by applying critical reflection and self-awareness to manage the influence of bias, power, privilege, and values in working with diverse clients, acknowledging them as experts in their lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Advanced generalist social workers are proficient in understanding and using ethical, culturally informed, anti-racist, and anti-oppressive approaches within the context of various methods of program evaluation. They collect and organize data, apply critical thinking, interpret information, and use results to improve practice that influences diverse and different individuals, families, groups, organizations, and communities. Advanced generalist social workers are proficient at identifying bias and determining provisions to reduce impact on diverse clients and constituents. They use evidence-based methods of program evaluation and advocate for strategies to reduce trauma, increase equity and inclusion, through a lens of cultural considerations in practice. Advanced generalist social workers:

- A4.1 Appraise, evaluate, and propose various methods of program evaluation that include trauma, cultural, and ethical components;
- A4.2 Collect and organize data, and apply critical thinking to interpret information from diverse individuals, families, groups, organizations, communities, and/or constituencies;
- A4.3 Evaluate how ethical, culturally informed, anti-racist, and anti-oppressive strategies affect personal values and how biases impact research-informed practice and practice-informed research; and
- A4.4 Advocate for strategies to improve practice-informed research and/or research-informed practice

Competency 5: Engage in Policy Practice

Advanced Generalist Social Workers identify local, state, federal, and global social policies that affect well-being, human rights, justice, service delivery, and access to social services. Advanced Generalist Social Workers use a trauma-informed framework to recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect local, state, federal, and international social policies. Advanced Generalist Social Workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Advanced Generalist Social Workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Advanced Generalist Social Workers actively engage in and advocate for anti-racist and anti-oppressive policy practices to effect change in those settings. Advanced Generalist Social Workers understand policy formation, analysis, implementation, and evaluation with individuals, families, groups, organizations, and communities and advocate for policies that prevent re-traumatization. Advanced generalist social workers:

- A5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social policies advance or repress the delivery of and access to social services;
- A5.2 Recognize unintended consequences of social policy change and advocate for policies that advance human rights and social, racial, economic, and environmental justice; and
- A5.3 Analyze how historical, social, racial, cultural, economic, organizational, environmental, and global influences impact social policies and perpetuate systemic oppression.

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

Advanced generalist social workers understand 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. They establish relationships which encourage others to be equal participants and are proficient at using relationships to achieve positive outcomes. Advanced generalist social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations, communities, and global levels. They use self-reflection and intrapersonal skills to understand how bias, power, and privilege, as well as personal values and experience affect their ability to engage effectively with diverse clients and constituencies. Advanced generalist social workers integrate trauma perspective and principles at all levels of practice. Advanced generalist social workers:

- A6.1 Establish a relationally based process that encourages diverse individuals, families, groups, organizations, and communities to be equal participants in the establishment of expected outcomes;
- A6.2 Implement appropriate engagement strategies to engage diverse individuals, families, groups, organizations, and/or communities within a particular theoretical model;
- A6.3 Utilize self-reflective and intrapersonal skills to effectively engage diverse individuals, families, groups, organizations, communities and/or constituencies; and
- A6.4 Integrate trauma-informed principles of engagement with practices at the micro, mezzo and/or macro levels that are responsive to those underrepresented and oppressed in society.

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

Advanced generalist social workers understand assessment is an ongoing component of the dynamic and interactive process of social work and trauma-informed practice. They understand theories of human behavior and person-in-environment, as well as, the importance of trauma, the consequences and emphasis on healing, and recovery. Advanced generalist social workers critically evaluate and apply this knowledge in culturally responsive and trauma-informed assessment with diverse clients and constituencies, including individuals, families, groups, organizations, communities, and at the global level. Assessment involves a collaborative process of defining presenting issues and identifying strengths and resiliency with diverse individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Advanced generalist social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration to provide safety and focus on healing. They are self-reflective and understand how bias, power, privilege and their personal values, and experiences may affect their assessment and decision making. Advanced generalist social workers:

- A7.1 Articulate and demonstrate the influence theory has on assessment process;
- A7.2 Apply an assessment strategy to assess diverse individuals, families, groups, organizations, and/or communities within a complimentary theoretical model; and
- A7.3 Design and conduct trauma informed assessment and planning strategies that include risk and protective factors that empower service recipients.

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

Advanced generalist social workers understand ongoing assessment and intervention are critical components of the dynamic and interactive process of social work practice. They understand the intersectionality of theories of human behavior, person-in-environment, strengths perspective, and other interprofessional theoretical frameworks. Advanced generalist social workers critically evaluate and apply this knowledge in selecting culturally responsive interventions with all clients, including diverse individuals, families, groups, organizations, communities, and at the global level. Understanding methods of identifying, analyzing, and implementing interprofessional theoretical framework interventions to achieve diverse client and constituency goals is an integral part of advanced generalist social worker practice. They also understand the need to assist diverse clients and constituents to develop flexible and adaptive responses to trauma effects and develop maximally adaptive personal narrative in the wake of traumatic experiences. Advanced generalist social workers recognize the value of interdisciplinary collaboration in maximizing their effectiveness with clients in facilitating effective transitions and endings. Advanced generalist social workers:

- A8.1 Utilize effective leadership skills to promote sustainable changes in service delivery and practice to

- improve the quality of interventions;
- A8.2 Implement effective intervention strategies to work with diverse individuals, families, groups, organizations, and/or communities within a particular theoretical model;
- A8.3 Implement the strategies that empower diverse individuals, families, groups, organizations, and/or communities in various contexts of practice; and
- A8.4 Critically select and implement trauma-informed evidence-based interventions to address the adverse consequences of trauma

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

Advanced generalist social workers apply anti-racist and anti-oppressive perspectives when evaluating practice and measuring change while working with diverse individuals, families, groups, organizations, communities, and at the global level. They are proficient with distinguishing many types of information from multiple sources to evaluate practice and outcomes. Advanced generalist social workers conduct evaluation utilizing interprofessional conceptual framework models that include trauma, cultural, and ethical components in their practice. Advanced generalist social workers:

- A9.1 Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and/or communities;
- A9.2 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to achieve target outcome;
- A9.3 Critique evaluation practices informed from a particular theoretical model;
- A9.4 Systematically use evaluation to include historical or current trauma, intergenerational trauma, trauma reactions, and/or risk and resilience factors; and
- A9.5 Systematically use evaluation to include a critical analysis of cultural considerations from an anti-racist, anti-oppressive lens.

Competency Dimensions

Within each competency, there are dimensions necessary for learning and developing the competence and practice behaviors for application in social work practice. The dimensions are indicated using the following key:

- **Knowledge (K)** – indicates location in which necessary knowledge is present that is necessary to achieve a given competency
- **Values (V)** – indicates location in which values are learned and practiced in order to demonstrate adherence to SWK values
- **Skills (S)** – indicates location in which skills are learned and/or demonstrated in order to achieve a given competency
- **Cognitive and Affective Reactions and Processes (C/A)** – indicates location in which knowledge is learned or skills are demonstrated in practicing critical thinking, affective reactions and judgment.

V. Policies and Procedures Related to Field Practicum

Agency Practicum Requirements

Most, if not all social service agencies require at least one if not more than one background check for their volunteers/interns/practicum students. Some agencies require drug testing. Some agencies have more requirements. These items and the costs are the responsibility of the student. (Please keep in mind these items may take a few weeks to be approved when planning for your practicum approval). Hospitals have additional requirements.

Safety Requirements

The student and Field Agency Instructor meet during Week 1 of the practicum at the agency and individually review each item on the Safety Checklist. This document contains vital information for the student in the event of an emergency. The Field Agency Instructor and student sign in IPT, acknowledging review of each item on the document. Completion of the Safety Checklist is a mandatory assignment.

Timesheets

Students in the MSW Field Practicum are required to spend a minimum of 450 hours in an approved practicum agency under the supervision of an approved Field Agency Instructor. Field hours may not begin prior to the semester beginning, without prior approval by the Director of Field Education, and ends during the final week of the semester. An exception to field hours beginning prior to the semester include mandatory orientation/training at the agency and approved field hours earned on a CSSW service/mission trip. The Director of Field Education must preapprove these field hours.

Students may complete field hours during Spring break, and Fall break but are not permitted to complete hours during Christmas break without prior permission from the Director of Field Education. Fields hours begin the first day of the semester if the student has verified obtaining their liability insurance and continues throughout each week.

Background Checks

In the event an agency requires students to complete finger printing/background checks the student is responsible for all costs.

Drug Screening/Immunizations/TB Test

In the event an agency requires any drug screening or medical requests, the student is responsible for all costs.

Transporting Clients

MSW students are not allowed to transport clients in their own vehicles or in an agency vehicle. Students may accompany an employee of the agency when the employee is transporting a client(s).

Services Provided by the Student

Services provided by the student while in the agency are for the benefit of the student's development. These services cannot be represented to the client, or any other party, as professional service. In addition, insurance cannot be billed for the student's learning experience.

Practicum Hour Requirements

Students must be in the agency accruing hours the first week of the semester. Students are required to obtain 14-15 hours per week unless previously approved by the field course instructor. If a student misses one full week without prior approval the student will be given an unsatisfactory for the course.

UNSATISFACTORY FIELD PERFORMANCE PROCEDURES

Field placement is crucial for student development as generalist social work practitioners, integrating academic content with professional practice. Students must adhere to the NASW Code of Ethics and state licensure regulations. Failure to meet field expectations or exhibiting unprofessional behavior can lead to disciplinary actions, including termination from the field placement, failing the Field Instruction course, and/or dismissal from the MSW program.

Intervention and Removal

If a student's personal issues or lack of readiness negatively impact field performance, the Field Agency Instructor, CU Field Course Instructor, and MSW Director of Field Education must intervene. The MSW Director of Field Education can remove students whose behavior jeopardizes agency or client safety, consulting with appropriate personnel and with the MSW Program Director.

Addressing Unprofessional Behavior

The Field Agency Instructor must document and address concerns with students promptly. If issues persist, notify the CU Field Course Instructor to create a Corrective Action Plan.

Grounds for Dismissal:

- Violations of the NASW Code or agency policies
- Tardiness or unexcused absences
- Personal issues impacting professionalism
- Arrests or convictions affecting placement
- Failure to use supervision effectively
- Incomplete hours or failure to meet learning standards
- Non-compliance with class policies or grading criteria
- Behavior having a negative impact on the agency's productivity

Corrective Action Plan

For repeated unsatisfactory behavior, a Corrective Action Plan is developed. An Evaluative Conference will assess compliance. Continued non-compliance may lead to removal from field placement or the MSW Program.

Student Termination Process

Failure to improve per the Corrective Action Plan can result in withdrawal from fieldwork or courses. The process is overseen by the MSW Director of Field Education, and students can appeal decisions to the MSW Program Director.

Immediate Termination

Egregious behavior may lead to immediate removal from placement. The Field Agency Instructor, CU Field Course Instructor, and MSW Director of Field Education coordinate this process. Students can appeal to the MSW Program Director.

Immediate Field Student Termination Process:

1. Notify the MSW Director of Field Education of issues.
2. MSW Director of Field Education informs the student of withdrawal.
3. Virtual meeting held to discuss the student's program status.
4. Right to appeal to the MSW Program Director.

Student Rights to Appeal

Students can appeal a failing grade or field termination by contacting the MSW Program Director for guidance. For Field Instruction Course grade appeals, refer to the MSW Program Handbook.

Student Grievance Procedures

- Concerns should be discussed first with the Field Agency Instructor.
- If unresolved, request a meeting with the CU Field Course Instructor.
- Further escalation involves the MSW Director of Field Education and/or MSW Program Director.
- Appeals proceed through structured meetings, ultimately involving the Dean of CSSW if necessary.

Repeating Field Instruction

Terminated students may apply to repeat the Field Instruction course after resolving prior issues. Documentation reviewed by the MSW Program Director determines eligibility. Two failed placements will result in dismissal from the program. However, an appeal process is available for consideration under exceptional circumstances.

VI. Employment Based Practicum

Please Note

Students are not allowed to accept employment at their practicum agency except under approved situations. If employment is offered, please contact the MSW Director of Field Education.

Employment-Based Practicum

What is an Employment-Based Practicum (EBP)?

An EBP allows a student to use his or her current place of employment as the site for the field practicum. Students can earn up to 16 hours of field practice per week while retaining their employment position. The requirements are as follows:

- Student must be at their place of employment for at least 4 months.
- The agency can provide educational opportunities.
- The agency and the employment supervisor can ensure the integrity of the field placement and learning environment.
- The agency can provide a qualified Field Agency Instructor.
- The Field Agency Instructor cannot be the student's employment supervisor. This means the Field Agency Instructor cannot have managerial or supervisory responsibility for the student's employment.
- The Field Agency Instructor agrees to provide regular supervisory conferences, meeting with the student on a weekly basis for at least 1 hour throughout the practicum.
- The one hour required weekly supervision must be distinctly for skill development and not combined with employment supervision.

Student's Responsibility to Facilitate the EBP Application Process

Before completing the EBP application, the student should carefully discuss with his/her employment supervisor and/or agency administrator if the above criteria can be fulfilled within the student's employing agency. It is the student's responsibility to ensure complete transparency and integrity of this process. Open and clear communication between all parties is imperative. If the agency or the student is unable to maintain the standards required for a sound educational experience, the result may be a terminated EBP.

Submitting EBP Application Requirements

It is the responsibility of the student to complete the application for an Employment Based Practicum and email the required documents to the Field Education Office. All applications must be received in the Field Education Office by the due date or they will not be considered. If the student has questions concerning the EBP process, they can consult with the Field Education staff.

The EBP application involves the following documents:

1. Employment-Based Practicum Form with signatures
2. A current job description of the student should be attached to the application. This document is very important in understanding the proposed practicum learning activities and the current job responsibilities and determining if the tasks are directly linked to the nine social work competencies.
3. A letter from the student's employment supervisor on agency letterhead assuring Carver School of Social Work
 - The student has been at the agency for at least 4 months
 - The student is not starting a new position in place of practicum hours
 - The agency can provide educational opportunities that are clearly linked to the nine social work competencies.

Loss of Employment:

If a student is terminated or chooses to leave employment during any point of time during either of the two semesters the student forfeits all hours and will be required to withdraw from practicum. The student would enroll in Practicum I the following semester.

If a student loses employment due to agency closure or lay off the student is to notify their field course instructor immediately and the MSW Director of Education. Steps will be taken to allow students a two-week timeframe to secure a new agency.

Other Information:

Students may only complete one practicum as an employment-based practicum.

For example, if a student completes their BSW Practicum at their place of employment they cannot complete their MSW Practicum at their place of employment. Likewise, if a student completes their MSW Foundation Practicum at their place of employment they cannot complete their MSW Advanced Practicum at their place of employment.

Employment Based Practicum Form

Please list the employment role/tasks and any additional learning opportunities /experiences outside of the student's employment tasks.

Employment Role/Task:	Additional Learning Opportunities & Experiences Outside of Employment Tasks

All parties who sign below are agreeing the field placement hours are designed to meet the 9 social work competencies/practice behaviors and the student will be provided a one-hour weekly MSW consultation for educational purposes and not combined with employment supervision.

Printed Name	Signature
Student:	
Employment Supervisor:	
Field Agency Instructor (practicum supervisor):	

VII. Roles and Responsibilities

Monitoring Students

Students are monitored throughout both semesters of field practicum by the Field Agency Instructor. There are required weekly one-hour supervision meetings between the Field Agency Instructor and the student. The meetings are individual and may occur face to face or via zoom.

Students are monitored throughout both semesters of field practicum by the Field Course Instructor. Students must participate weekly in the course. Participation is defined as logging into the online course weekly. The course week begins on Monday and ends on Sunday. The Field Course Instructor takes attendance in the online course every Monday.

The Field Course Instructor monitors the students when grading the competency paper assignments. Students are required to write a total of nine competency papers throughout both semesters. They must discuss how the competency guides or influences best practice the agency. They provide two examples where best practice was achieved. They list each practice behavior and discuss two task/activities that they completed in the agency that demonstrates the respective practice behavior.

The Field Course Instructor monitors the students during teleconferences with the student and Field Agency Instructor. There are three required teleconferences.

The initial teleconference occurs during the beginning of the first semester. Topics covered include expectations, responsibilities, documentation and detailed discussions of the Field Learning Contract.

The mid-term teleconference occurs during the last week of the first semester. Topics covered include evaluation of the student's performance utilizing the Field Learning Contract.

The final teleconference occurs during the last week of the second semester. Topics covered include evaluation of the student's performance utilizing the Field Learning Contract and Workplace Readiness Assessment.

There are optional class zoom meetings scheduled each semester between the Field Course Instructor and the students. The purpose of these optional meetings includes creating a sense of community and giving the students the opportunity to ask questions.

Evaluating the Field Agency and Field Agency Instructors

At the conclusion of each semester (i.e., three times per year), the Field Education Staff send students a link to an online evaluation of the field agency and the field agency instructor. Students who receive the evaluation have completed their two-semester field sequence (511/611). Students are asked to rate the field agency and field agency instructor, using a 5- point Likert scale, on several aspects of their field experience. Students are given opportunity to offer comments in a dialogue box, and ultimately make a recommendation about using the field agency and the field agency instructor in the future, and why. The MSW Director of Field Education and the MSW Program Director review the evaluations and make decisions about future use of the field agency and field agency instructor.

A. Field Course Instructor (CU Faculty)

The Field Course Instructor's responsibilities are as follows:

1. The FCI is in contact with the student by teleconferencing/videoconferencing with student and Field Agency Instructor at the beginning of the term to ensure understanding of roles and responsibilities.
2. The FCI works with the student on the Field Learning Contract activities supported by the CSWE competencies.

3. The FCI serves as a communication link between the Field Agency Instructor and the Director of Field Education regarding student progress.
4. The FCI serves as a problem solver regarding practicum student questions.
5. The FCI reviews timesheets.
6. The FCI conferences with the Field Agency Instructor and student regarding Field Learning Contract progress mid-term and evaluation.
7. The FCI provides student course grade.
8. The FCI provides feedback to the Director of Field Education.

B. Field Agency Instructor (FAI)

Field Agency Instructor –meets criteria for supervising a social work student and agrees to provide supervision through the field experience. Field Agency Instructors have earned an MSW from a CSWE accredited program and have at least two years postgraduate social work experience.

Foundation Students

Field Agency Instructor Requirements:

- MSW with 2 years post degree experience

Advanced Standing Students: No Area of Focus

Field Agency Instructor Requirements:

- MSW with 2 years post degree experience

Advanced Standing Students: Clinical Area of Focus

Field Agency Instructor Requirements:

- LCSW or equivalent for state of practicum site
- MSW with 2 years post degree experience & licensed at the graduate level & supervised by a LCSW

Advanced Standing Students: Addictions Area of Focus

Field Agency Instructor Requirements:

- LCSW or equivalent for state of practicum site
- MSW with 2 years post degree experience & licensed at the graduate level & supervised by a LCSW
- MSW with 2 years post degree experience & Licensed Clinical Alcohol and Drug Counselor

Advanced Standing Student: Forensic Area of Focus

- Field Agency Instructor Requirements: MSW with 2 years of post-degree experience

Advanced Standing Students: Faith Based Area of Focus

Field Agency Instructor Requirements:

- MSW with 2 years post degree experience

The Field Agency Instructor is employed at the agency or under a host agency unless an exception is granted by the Director of Field Education. If there is not an MSW or LCSW at the agency, students may request to have an onsite task supervisor and an offsite Field Agency Instructor who has the required credentials. The offsite Field Agency Instructor is responsible to provide one-hour of supervision with the student per week, participate in teleconferences, review and sign time sheets, work with the student and task supervisor developing the field learning contract, evaluate the student progress, and evaluate the student on the field learning contract at mid-term and finals. The onsite task supervisor and offsite Field

Agency Instructor must collaborate and are responsible for the student's education. This role is voluntary and unpaid.

Field Agency Instructor (On-site or Off-site) and the Task Supervisor (as needed) Responsibilities

1. FAI actively seeks to establish a positive, courteous and effective working relationship with the student and the Field Course Instructor.
2. Reviews Field Practicum Information sent from the Field Education Department including but not limited to policies, procedures, calendar, and documents for the student.
3. Ensure that the student is appropriately oriented to the organization and is afforded reasonable and adequate opportunity to enter the "culture" of the organization as a learner.
4. Ensure that the student is informed of, and understands all safety procedures of the agency by completing the provided Safety Check List.
5. Facilitates the student in the development and implementation of a written achievable Field Learning Contract allowing student access to learning opportunities related to the core competencies/practice behaviors.
6. Provides the student with opportunity to engage, assess, intervene, and evaluate in social work change efforts with individuals, families, groups, communities and organizations, or on their behalf.
7. Prepares for and conduct weekly field supervision meetings (a minimum of one hour per week) with the student, and use the student's Field Learning Contract as a guide in planning student progress in the placement.
8. Provides signature for timesheets in IPT.
9. Provides written progress of student behaviors and activities related to the core competencies using the Field Learning Contract Evaluation mid-year and at finals BEFORE Field Course Instructor conferences.
10. Conferences with the Field Course Instructor and student at the beginning of the semester, at mid-term and for the final evaluation.
11. Notifies the Field Course Instructor of potential problems or conflicts in a timely manner to allow for problem solving at the earliest possible moment.

C. Field Agency

A Field Agency is an agency meeting the highest standards of providing a quality social work placement while ensuring students the opportunity to practice the NASW Core Competencies. To become a field agency, an agency completes a qualification form ensuring the nine CSWE competencies can be completed on site under the supervision of an approved field agency instructor. A signed Memorandum of Agreement (MOA) between the agency and the university outlays the details, is current, and recorded in the IPT system.

Field Agency Requirements:

Foundation Students

Field Agency Requirements:

- An agency that provides general social work services including but not limited to case management, child/adult protection, etc.

Advanced Standing Students: No Area of Focus

Field Agency Requirements:

- An agency that provides general social work services including but not limited to case management, child/adult protection, etc.

Advanced Standing Students: Clinical Area of Focus

Field Agency Requirements:

- An agency that provides clinical social work services including but not limited to assessment, diagnosis, treatment, and prevention of mental illness, emotional, and other behavioral disturbances. Individual, group and family therapy are common treatment modalities.

Advanced Standing Students: Addictions Area of Focus

Field Agency Requirements:

- An agency that provides clinical social work services to individuals with substance use disorders.

Advanced Standing Students: Forensic Area of Focus

Field Agency Requirements:

- An agency that provides direct services to individuals including but not limited to advocacy, investigations and/or criminal justice-related services.

Advanced Standing Students: Faith-Based Area of Focus

Field Agency Requirements:

- A nonprofit organization, program, or project clearly stating in its name or mission statement that it is faith-based.

Field Agency Responsibilities

A social welfare or human service organization identified as a potential organization to provide field placement experience. The agency must be in conformity with standards of the Council on Social Work Education. Therefore, field agencies should:

1. Have a commitment to the Social Work profession with its values, skills, and knowledge and to the provision of social services;
2. Have a staff member with the social work supervisory qualification of an MSW degree plus two years post MSW experience or a LCSW as applicable.
3. Provide opportunities for student learning at the master's level social work practice with individuals, families, groups, communities, and organizations;
4. Agree to provide students with learning opportunities that relate to the core competencies/practice behaviors.
5. Agree to the conditions and mutual responsibilities outlined in the Carver School of Social Work Memorandum of Agreement.

D. Field Student

The student is responsible for reading and learning the policies, procedures and protocols on the Field Orientation materials.

The student accepts responsibility for and ownership of his/her learning process by:

1. Actively seeks to establish a positive, courteous and effective working relationship with the Director of Field Education, Field Agency Instructor, Field Course Instructor, and other staff at the practicum site in a manner that reflects a commitment to the ethics and values of the social work profession, the Carver School of Social Work and the mission, policies, procedures and protocols of the practicum site.

2. Completes all work essential to an effective practicum within the agency and documents that work on the Practicum Hours form and the Field Learning Contract.
3. Prepares for and participate in weekly field supervision meetings with the Field Agency Instructor.
4. Ensures that the Field Agency Instructor has the most current Field Learning Contract completed.
5. Completes and uploads the Field Learning Contract, Check List, Timesheets and course assignments based on the Field Education Calendar in the Moodle course and or IPT.
6. Accepts responsibility that the field course adheres to the standard university policy regarding late work.
7. Meets with the Field Agency Instructor and Field Course Instructor at the beginning, mid- term and finals to discuss progress, achievements on the student's core competency behaviors and practices. (Via teleconference)
8. Informs the Field Agency Instructor and Field Course Instructor of issues in a timely and appropriate manner to ensure opportunity for discussion and problem solving at the earliest possible time.
9. Completes end of the year surveys regarding Field Course Instructor and the Practicum Agency.

VIII. Frequently Asked Questions

Can I start my practicum early?

The practicum begins when the semester begins. Some agencies require students to complete an orientation to their organization prior to beginning the practicum. In such circumstances, students are permitted to attend their agency orientation prior to the start of the semester and can count those hours towards the total hours required for the semester practicum. Students should inform the Director of Field Education about required orientations. After completion of the early required agency orientation, students wait until the start of the semester to begin the practicum.

What if the agency terminates my placement?

In instances where agencies terminate a student's practicum due to the student's conduct, the student receives an unsatisfactory for the online course and all hours obtained in the agency are voided. If this occurs in the first semester, the first semester must be repeated. If this occurs in the second semester, the first and second semester must be repeated.

Are there any afterhours/weekend placements?

The vast majority of placements are available only during regular weekday business hours. Although many organizations serve clients 24 hour/7 days per week, the social work staff usually work during normal business hours. If a Field Agency Instructor is willing to work with a student to ensure weekly meetings and a competent Task Supervisor is on site, an after- hours placement is possible. However, students should consider altering their full-time work schedule to ensure the highest quality of practicum experience.

Can I get a paid practicum?

Most social service organizations in which students are placed do not have funding to pay students for their work. Paid practicums for social workers are rare. However, on occasion a field agency offers a stipend during the practicum. If an organization has funding for a stipend, the student may accept this as long as the student's role as learner remains primary. (Example of practicum with a paid stipend: AmeriCorps) The student may not accept regular full-time employment at the organization and count this as field. (See Employment Based Practicum Policies).

Can I do a hospital practicum?

Yes, however these types of agencies typically take longer to secure. There are a few types of institutions with specific gatekeeping requirements before accepting students. These are often social work host agencies where their primary mission is medical services. Large hospitals or medical groups require Campbellsville University sign their Blanket Student Internship Affiliations Agreement. This may differ completely from the Campbellsville University MOA. This may require the legal document to be re-written and examined by an attorney. If you chose a placement agency that fits into this process, please understand you will be responsible for providing Campbellsville University Field Education staff with copies of all the medical requirements for the internship, including but not limited to: immunizations, TB skin tests, certification in CPR, and several other items in order to fulfill their own accreditation standards and risk management purposes. These must be on file before a student can begin the practicum. This process can take 4-6 months to complete.

What happens if I do not have a practicum by the deadline?

You cannot begin practicum if you do not have an agreement ready by the deadline. You will have to delay your practicum. The deadline for registering your practicum (securing the agency and submitting all required documents to the field department) is the 1st day of the month prior to the month the practicum starts. For example, if you have a May entry date then the deadline is April 1st.

Can I use student service-learning trips towards practicum hours?

Yes, please see the section titled student service-learning trips.

Can I take a break between practicums?

No, your 450 hours must be completed in two consecutive semesters.

Can I do my foundation and advanced practicums at the same agency?

No, your foundation and advanced practicums have to be at two different agencies. There are rare exceptions to this policy. Exceptions are approved in advance by the Director of Field Education.

Is there someone who helps me find a placement?

Finding and securing a placement is student-initiated. There is a list of agencies in IPT where students have completed practicums in the past. Students may search IPT and choose an approved agency, and then contact the agency for interview. The Director of Field Education is available to assist if needed.

Can I do my practicum remotely?

No, all practicum hours must be obtained in the agency (with the exception of home visits, agency approved trainings, etc.). Students cannot do remote placements in their home.

What happens if I need to change my placement?

Students are expected to complete their field placement at their assigned agency. All requests for changes must follow the protocol listed in the following section. Changes are only made in extreme cases and highly discouraged. Practicum sites may be changed if there are circumstances that either the Field Agency Instructor or the Field Course Instructor agree would be in the best interest of the student. In the event a student desires to change practicum sites for personal reasons, the student would start over at the new site and not carry over hours from the previous site.

There are unique circumstances where a change of placement is necessary. An example is a program closing or conditions where a student is in an unethical, illegal or unsafe environment. In these rare cases, students may be allowed to carry hours earned forward to the new practicum agency.

IX. Incomplete Grade Request Process

When a student is unable to complete the practicum hours due to a health or an emergency situation, the student may request an incomplete grade if they are in good standing. A student in good standing means the student has completed assignments timely and has a quality Field Learning Contract.

On the form the students shall describe the reasons for the extension, ask for additional time to complete the hours and place a specific timeframe for completion. If the Field Course Instructor and the Director of Field Education approves the request and a student fulfills their extension contract, the student shall receive a passing grade. When a student does not complete the required hours in the agreed upon time frame the student will receive an unsatisfactory grade for that term. Students cannot move forward in the practicum sequence until the incomplete grade has been changed.

X. Student Service-Learning Trips

Students may use hours completed in sanctioned Carver School of Social Work service learning/mission trips toward practicum hours under certain conditions. Sanctioned is defined as a CU faculty member accompanies and/or organizes the trip. Students complete a form requesting field hours. These hours must be related to the CSWE core competencies and link into the students Field Learning Contract. If approved, the hours accrued will be counted toward the 450 practicum hours.

Only Campbellsville University Carver School of Social Work Mission and Service-Learning Trips are eligible to count towards MSW field hours. Students are eligible to earn up to 8 hours a day with a maximum of 40 hours. Any additional hours above and beyond 40 hours require approval by the MSW Director of Field Education. The trips must be within 6 months of students beginning field seminar/course. The hours are documented on a separate time sheet when the student is in the field course. Students are not allowed to earn field hours if earning course credit while taking the same experiential trip.

Form Instructions

The faculty member who leads the trip provides the number of hours and sign this form for students. Each student attaches a separate paper (follow APA guidelines) describing the activities completed on the trip. List and explain how **each** activity fits under one or more of the nine social work core competencies. The student then submits the form to the MSW Director of Field Education for approval.

Student Experiential Learning Trip – Field Education Form

Mission Trip Name: _____ Date of Trip: _____

Students Name: _____ Students ID #: _____

Number of Days/Hours Earned _____

Competencies and Practice Behaviors

10. Demonstrate Ethical and Professional Behavior
11. Engage Diversity and Difference in Practice
12. Advance Human Rights and Social, Economic, and Environmental Justice
13. Engage in Practice-Informed Research and Research-Informed practice.
14. Engage in Policy Practice
15. Engage with Individuals, Families, Groups, Organizations, and Communities
16. Assess Individuals, Families, Groups, Organizations, and Communities
17. Intervene with Individuals, Families, Groups, Organizations, and Communities
18. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Lead

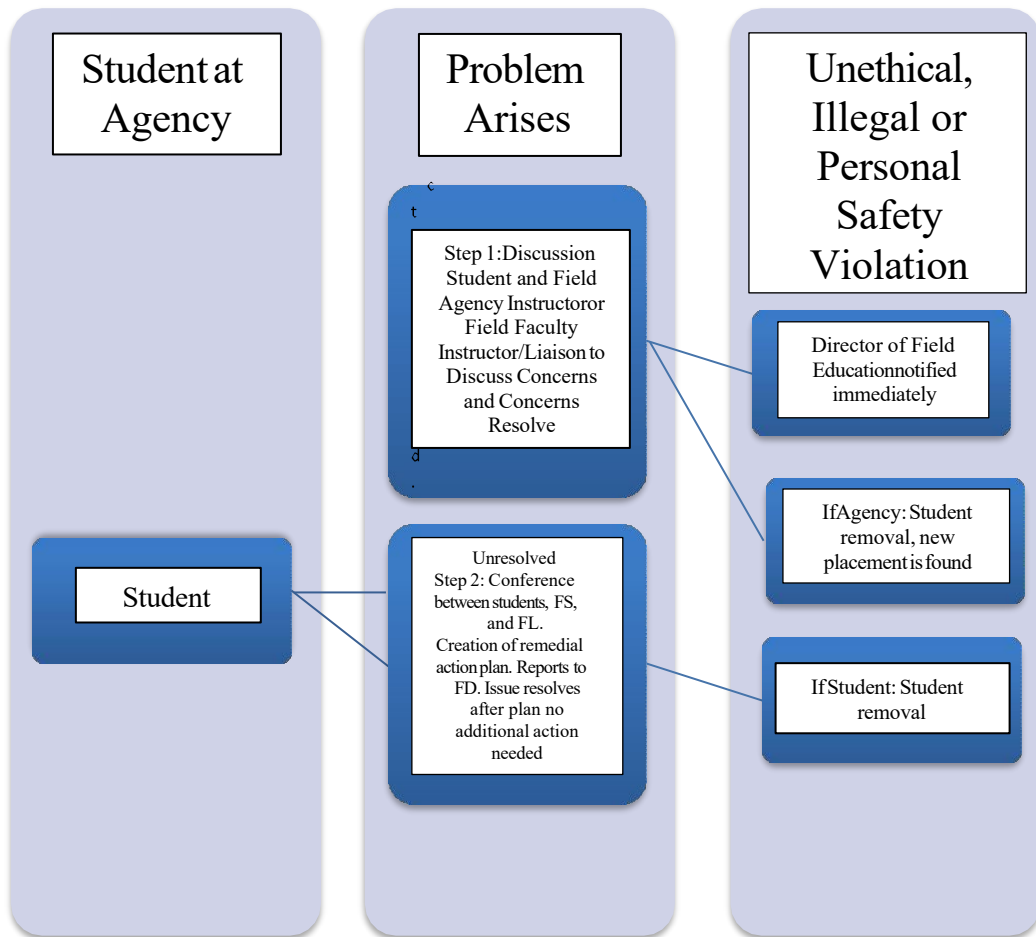
Professor Signature _____

Student Signature _____

MSW Director of Field Education _____

Effective date: January 2019

XI. Resolving Issues in Practicum



XII. Personal Safety Guidelines*

Students are encouraged to be aware that social work practice includes some potential for risk to personal safety. It is the responsibility of the student to assess the risk of environmental factors and to take precautions for personal safety. A discussion on safety in the agency is provided as part of the Field Instruction course. Additionally, students should request in-service training and orientation in the agency regarding the particular safety information in that setting. The student should review the agency's personnel policies and safety guidelines before any work with the agency begins. Students are expected to follow the practice setting's recommended safety guidelines rigorously, and to use discernment when making home visits or delivering services in the community. Students should always let someone in the agency know where they will be when working outside of the agency offices. Students have the right and the responsibility to report any unsafe situation to a supervisor and request an alternate assignment. They have the right and responsibility to appeal to the Field Liaison (Field Course Instructor) or the Field Directors if they have concerns about the response to their request. Finally, students are expected to follow the agency's infection control guidelines to protect from contagious diseases.

Please note that Campbellsville University (CU) faculty, staff, and social work field directors comply with CU's Title IX policies and procedures for reporting sexual harassment, sexual violence, stalking and domestic/dating relationship violence. For more information go to <https://www.campbellsville.edu/policy/title-ix-policy-procedure/> or contact the Title IX Coordinator.

In regard to personal safety, students, whether participating in activities on CU's campuses or in internship/academic activities off-site, should plan carefully all aspects of their educational experience to maximize the academic experience and minimize any potential safety or health problems.

The following guidelines emphasize student responsibility for planning and communicating during the program and in the event of any emergency:

1. Know how to obtain emergency health and law enforcement services on campus and off site (e.g., field practicum site).
2. Obtain, read, and carefully consider materials related to any off-site location, particularly those materials relating to safety and health issues in the off-site program and locale.
3. Consider your health and personal circumstances when applying for or accepting field placements.
4. Make available to the field practicum site and CU accurate and complete physical and mental health information and any other personal data that is necessary to plan a safe and healthy field education program experience.
5. Assume responsibility for all the elements necessary for personal preparation for the campus and field practicum site.
6. Participate fully in any orientations by the field practicum site and the Carver School of Social Work at Campbellsville University.
7. Obtain or maintain appropriate insurance coverage, particularly health insurance, in the event of sickness or injury during the program. Students purchase of student liability insurance prior to beginning their field placement.
8. Inform next of kin and others with a need to know about participation in the field practicum site
9. Provide next of kin and the School of Social Work Field Director with emergency contact information (listed on IPT database) and keep them informed on an ongoing basis.
10. Understand and comply with the field practicum site's terms of participation, codes of conduct, and emergency procedures, as well as CU's terms of participation, codes of conduct, and emergency procedures. (CU's codes of conduct apply off-site.)
11. Be aware of local conditions that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the field practicum site and the Carver School of Social Work at CU.

In case of an emergency or threat to your safety while on the CU campus, inform Campus Safety _ <https://www.campbellsville.edu/campus-life/campus-resources/campus-safety-and-security/contact-us.html>. In case of an emergency or threat to your safety while at your field practicum site, follow the safety procedures of your field placement agency and promptly notify the Director of Social Work Field Education.

CONFLICTS OF INTEREST*

MSW students, Field Instructors, field placement agencies, and Social Work faculty should all be aware of potential conflicts of interests. MSW students and Field Instructors, particularly, should make known to the Field Liaison and/or MSW Field Director any potential conflicts of interest.

MSW students shall not be placed at agencies where relatives, significant others, or family members are employed or serve on the Board of Directors without the approval of the MSW Field Director.

XIII. Forms

Student Practicum Agreement Carver School of School Work

Students: Please complete and submit this form by the student placement deadline.

Deadlines are as follows: **July 15 for Fall, December 1 for Spring, and April 1 for Summer.**

Please Choose one:

Field Practicum Start Date: Please Choose One

MSW-Foundation Year

Fall Semester

MSW -Advanced Year

Spring Semester

Summer Semester

**** If you are starting the Advanced Standing Program, please check if you have chosen a specific area of focus:**

No Area of Focus

Faith-Based Area of Focus

Substance Use Disorder Area of Focus

Clinical/SUD Dual Area of Focus

Clinical Area of Focus

Clinical/Faith-Based Dual Area of Focus

Forensic Area of Focus

General Information

Name of Student: Last: _____

First: _____ Middle Initial: _____

Student ID#: _____ Phone #: _____

Email: _____

Placement Information

Is this an employment-based practicum YES NO

Name of Placement Agency: _____

Placement Address: _____

City: _____

State: _____ Zip: _____

Placement Phone #: _____

Field Agency Instructor Information

Field Agency Instructor's Name: _____

Title: _____

Phone: _____

Email: _____

Confirmations and Agreements

1. The organization/program will support the policies described in the Campbellsville University MSW Field Manual
2. The student acknowledges he/she has reviewed the policies and responsibilities stated in the Campbellsville University MSW Field Manual.
3. All practicum hours must be obtained in the agency with the exception of home visits, agency approved trainings, etc. Students cannot do remote/virtual placements in their homes.

Signatures

_____ Date: _____
Student Signature

_____ Date: _____
Field Agency Instructor Signature

_____ Date: _____
Approved by: MSW Field Director Kalon Moody

Please return document to Jennifer Houk, jhouk@campbellsville.edu or Kalon Moody, kemoody@campbellsville.edu.



FIELD PLACEMENT AGENCY APPLICATION

Thank you for your interest in partnering with us to provide a social work internship at your agency. We value this collaboration and seek to serve your work and mission while providing a practical learning opportunity for our students. Please complete the form below so that we might obtain information that will assist us in identifying students who are most appropriate to the needs, tasks, and environment of your agency setting. It is also necessary that your agency context meets the requirements of our accrediting body, the Council for Social Work Education (CSWE). We look forward to potentially partnering with you in an effort to meet both of our specific considerations.

Date _____

Agency Name _____

Agency Address _____

City _____ State _____ Zip _____

Phone _____ Agency Website/URL _____

Agency Contact Name _____ Contact Phone _____

Contact Email _____

Which intern level fits your agency?

MSW Students BSW Students Both

Does your agency offer non-traditional work hours for interns?

Weekend Evening

Does your agency require specific background checks, drug screening or testing?

YES

If so, is the student responsible for obtaining and paying?

YES NO

If yes, please list what is required:

Does this agency provide students with the opportunity to demonstrate Social Work Competencies through in-person contact with client systems and constituencies?

YES NO

Does your agency employ staff with a BSW or MSW Degree, or LCSW license?(Check all that apply)

BSW MSW LCSW

Do you provide stipends or paid internships?

YES NO

Do you provide mileage reimbursement?

YES NO

Is the agency a non-profit, faith-based agency?

YES NO

Agency Mission Statement:

Please provide a brief description of your agency programs/ services (or attach a brochure about your agency programs/ services.)

Check the population(s) your agency serves:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Infants/ Children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adolescents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adults
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seniors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other

Other(s) Listed:

From the following lists please identify types of service(s) your agency provides.

Micro-Level Services		Macro-Level Services	
<input type="checkbox"/>	Residential Treatment	<input type="checkbox"/>	Administration
<input type="checkbox"/>	Bio-Psycho-Social Assessments	<input type="checkbox"/>	Advocacy
<input type="checkbox"/>	Case Management	<input type="checkbox"/>	Education/ Training

<input type="checkbox"/>	Client Intake	<input type="checkbox"/>	Fund Raising
<input type="checkbox"/>	Discharge Planning	<input type="checkbox"/>	Grant Writing
<input type="checkbox"/>	Education	<input type="checkbox"/>	Management
<input type="checkbox"/>	Family Counseling	<input type="checkbox"/>	Community Organizing
<input type="checkbox"/>	Group Counseling	<input type="checkbox"/>	Policy
<input type="checkbox"/>	Individual Counseling	<input type="checkbox"/>	Program Evaluation
<input type="checkbox"/>	Crisis Intervention	<input type="checkbox"/>	Research
<input type="checkbox"/>	Information and Referral	<input type="checkbox"/>	Program Development
<input type="checkbox"/>	Mediation	<input type="checkbox"/>	Social Planning
<input type="checkbox"/>	In-home Services	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other

The academic calendar includes at least a four-week break between terms in December. Please indicate if this is acceptable for an intern in your setting or if this needs to be discussed.

YES

NO

From the following lists please indicate your agency's areas of practice focus.

<input type="checkbox"/>	Aging/ Gerontology	<input type="checkbox"/>	Maternal/ Child Health
<input type="checkbox"/>	Immigration	<input type="checkbox"/>	Physical Disabilities
<input type="checkbox"/>	Child Welfare	<input type="checkbox"/>	Domestic Violence
<input type="checkbox"/>	International Social Work	<input type="checkbox"/>	Housing/ Homelessness
<input type="checkbox"/>	Legal Services	<input type="checkbox"/>	Employment
<input type="checkbox"/>	Criminal Justice	<input type="checkbox"/>	Poverty
<input type="checkbox"/>	LGBTQ Services	<input type="checkbox"/>	Foster Care/ Adoptions

<input type="checkbox"/>	Developmental Disabilities	<input type="checkbox"/>	Public Health
<input type="checkbox"/>	Health Care	<input type="checkbox"/>	Government
<input type="checkbox"/>	Public Health	<input type="checkbox"/>	School Social Work
<input type="checkbox"/>	HIV/ AIDS	<input type="checkbox"/>	Substance Abuse
<input type="checkbox"/>	Hospice	<input type="checkbox"/>	Gang Outreach
<input type="checkbox"/>	Other	<input type="checkbox"/>	Other

Is there any additional information that you would want an intern to know before interning at your agency?

Agency Representative Signature _____ Date _____

**BSW/MSW MEMORANDUM OF AGREEMENT
CARVER SCHOOL OF SOCIAL WORK
CAMPBELLSVILLE UNIVERSITY**

This agreement is entered into by and between Campbellsville University, Carver School of Social Work, hereinafter referred to as “Carver School of Social Work”, and _____, hereinafter referred to as “Agency”, to describe the manner in which the parties agree to cooperate on the placement and supervision of the social work practicum students for the purpose of providing an educational experience designed to assist the student in applying the knowledge, skills, values and ethics of the profession of social work in an actual field setting. Therefore, the Carver School of Social Work and the Agency execute this Practicum Agreement and mutually agree that the responsibilities of each party shall be stated herein.

I. The Carver School of Social Work shall:

- A. Conduct a program in the field of social work in conformity with all applicable statutes and regulations of the State of Kentucky and the United States and in keeping with the Council on Social Work Education and the National Association of Social Workers’ Code of Ethics for the social work profession.
- B. Identify agency placement sites in accordance with CSWE qualifications and provide students with technical assistance in locating an appropriate practicum based on student interest and location.
- C. Ensure that the Agency is provided adequate opportunity to interview and determine the appropriateness of interested practicum students before any student is assigned to the Agency.
- D. Orient practicum students and personnel who serve in the capacity of Field Agency Instructors and Task Supervisor practicum requirements, policies and procedures of the Carver School of Social Work.
- E. Expect Social Work students and all Carver School of Social Work faculty to abide by the National Association of Social Workers’ Code of Ethics.
- F. Designate a community professional or a faculty member of the Carver School of Social Work to serve as Field Course Instructor between the University and the Agency. The Field Course Instructor will provide regularly scheduled contacts with the Field Agency Instructor and/or Task Supervisor and student to promote the integration of academic learning and the agency-based practice experience by the student, and offer technical assistance and problem solving as needed or at the request of the student or the Agency

- G. Designate the Field Course Instructor to oversee the student's learning in the practicum by the use of a Field Learning Contract.
- H. Require all students to purchase and carry their own malpractice liability insurance policy while at field practicum.
- I. The Field Learning Contract provides tasks/activities for the student to complete during the placement at the agency. The Field Agency Instructor provides direction and oversight to the student and evaluates the student's social work skills and behaviors utilizing the Field Learning Contract at mid-term and final.
- J. Ensure that the designated Field Course Instructor completes a minimum of three teleconference contacts with Field Agency Instructor and student. Field Course Instructor will have ongoing communication throughout the practicum.
- K. Agree that the Carver School of Social Work Field Director(s), any designated Field Course Instructor and the practicum student follow all policy, procedure and professional practice expectations as written and implemented by the Agency, especially related to confidentiality and client rights.

II. The Agency shall:

- A. When supervising an MSW student, assign a member of the Agency staff who meets MSW criteria established for a Field Agency Instructor by the Council on Social Work Education (MSW with two years' experience), and who is acceptable to the Carver School of Social Work to provide supervision of the student's learning activities in the practicum. This person is referred to as the "Field Agency Instructor". The Task Supervisor who is working closely with the student will work in conjunction with the outside Supervisor.
- B. When supervising a BSW student, assign a member of the Agency staff who meets BSW criteria established for a Field Agency Instructor by the Council on Social Work Education (BSW with two years' experience), and who is acceptable to the Carver School of Social Work to provide supervision of the student's learning activities in the practicum. This person is referred to as the "Field Agency Instructor". The Task Supervisor who is working closely with the student will work in conjunction with the outside Supervisor.
- C. Ensure an adequate educational learning experience by allowing the designated Field Agency Instructor and/or Task Supervisor to access the Carver School of Social Works Field Practicum materials through the Carver School of Social Work Field Website and actively utilize the Intern Placement Tracking System.
- D. Agree that Field Agency Instructor or a Task Supervisor who work with a practicum student(s) become familiar with and adhere to the policies, procedures, roles and responsibilities outlined in the MSW Field Manual/BSW Field Manual.

- E. Retain all authority regarding all services to clients and other consumers of Agency services. Services provided by the student while in the agency are for the benefit of the student's development. These services cannot be represented to the client, or any other party, as professional service. In addition, insurance cannot be billed for the student's learning experience.
- F. Provide reasonable opportunity for the Carver School of Social Work Field Liaison to become oriented to the Agency and Field Agency Instructor in order to facilitate coordination of student success.
- G. Provide the student with a detailed Agency orientation and learning opportunities essential to satisfying the core competencies and program behaviors established by the Council on Social Work Education and as written below.

The Council on Social Work Education core competencies and practice behaviors for students to achieve during their practicum experience.

Competency 1: Demonstrate Ethical and Professional Behavior

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

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

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

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

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

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

- H. Provide the release time necessary for the Field Agency Instructor, if employed by the Agency, to offer the student a minimum of one hour per week of supervision and allow for adequate time for student evaluations and communications with University faculty.
- I. Provide reasonable and adequate logistical support for the student during the practicum, including, but not limited to, a work space, use of a telephone as required, writing materials, computer and other office supplies necessary for Agency report writing and other activity documentation, etc. The Agency is not responsible for housing, transportation to the placement site, or usual living costs for the student.
- J. Prohibit the student from personally transporting clients in an Agency or personal vehicle unless the student can provide proof of additional insurance certification required by the Agency for transportation of clients.
- K. Notify the Field Course Instructor of the Carver School of Social Work if any questions or problems arise at the earliest possible date.

III. Both parties agree to the following:

- A. This agreement is mutually beneficial to the Carver School of Social Work and the Agency. There will be no reimbursement from either party for benefits received. The Agency recognizes that students are not their employees and shall therefore not be entitled to any wages or benefits as a result of their participation in this program unless an internship stipend is part of the Agency practice.
- B. This Memorandum of Agreement shall be effective on the date it is signed and may be terminated at the option of either the Carver School of Social Work or the Agency upon written notice given to the other party no less than thirty (30) days prior to the date of termination unless both parties agree upon immediate termination.
- C. This agreement shall be governed and construed according to the laws of the State of Kentucky and the guidelines of the Council on Social Work Education and the Campbellsville University Carver School of Social Work and the represented agency.

ACCEPTED (CARVER SCHOOL OF SOCIAL WORK)

UNIVERSITY: Campbellsville University

BSW Director of Field Education-Rebecca Bohner **Date**

MSW Director of Field Education - Kalon Moody **Date**

ACCEPTED (AGENCY):

AGENCYNAME: _____

Agency Director/Executive Director Name: _____

Title: _____

Agency Director Signature **Date**

Distribution:
Originals (2): Agency and Carver School of Social

Evaluative Conference:

Student, Field Agency Instructor, and Field Course Instructor (if applicable) will meet on

_____ to evaluate the student's progress towards desired behavior(s).

(date and time)

Signatures for agreement on the Corrective Action Plan:

Student Signature

Field Agency Instructor Signature

Date

Date

Task Instructor Signature (if applicable)

Field Course Instructor Signature

Date

Date

Documentation of Evaluative Conference:

Describe how the student did or did not demonstrate the desired behavior(s):

Based on response to preceding question, what are next steps for student in regards to field practicum at agency?

Signatures for Evaluative Conference:

Student Signature

Field Agency Instructor Signature

Date

Date

Task Instructor Signature (if applicable)

Field Course Instructor Signature

Date

Date