BSW FIELD PRACTICUM HANDBOOK
2013-2014

Ball State University
Department of Social Work

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ACKNOWLEDGMENTS

The Department of Social Work would like to acknowledge all of the faculty, field supervisors, alumni, advisory board members, and students who have contributed to the success of the field education program at Ball State University.

A special thanks goes to all field supervisors to whom this Field Practicum Manual is dedicated. The dedication of field supervisors to providing meaningful learning experiences for BSW students is deeply appreciated. Their willingness to invest their time and professional expertise in Ball State’s BSW students has led to the success of the field education component of the BSW program. The faculty and students thank you for your ongoing support of the BSW program.

To provide input into Ball State’s field practicum program or to offer practicum opportunities, please contact the practicum coordinator.
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All field practicum forms, additional BSW program information and this BSW Field Practicum Handbook, along with the BSW Student Handbook, are available on the department’s website:  www.bsu.edu/socialwork/
INTRODUCTION

History of the BSW Program at Ball State University

Ball State University’s social work program originated in the Sociology Department when social work courses were initially offered in 1966, after Karl Rehfeld joined the faculty. By 1968 the social work major was offered which included a field practicum experience in area agencies. In 1972 two additional faculty were hired to accommodate the growth of the program and in 1977 the social work program was granted Departmental status becoming independent of the Sociology Department.

The Council on Social Work Education began accrediting baccalaureate social work programs in 1974 and Ball State University received full accreditation in 1975, retroactive to 1974. Ball State’s BSW program was among the first thirty programs accredited nationally and remains one of the oldest continuously accredited programs in the United States.

In 1991 the social work degree designation was changed to Bachelor of Social Work (BSW) degree. This degree title change better accommodated state social work licensing and legal regulations for social work practitioners. The Department of Social Work also established more rigorous admission and retention standards for the social major in an effort to foster increased academic and professional excellence.

Between 1977 and 2004, the Department of Social Work grew into a model undergraduate social work program under the able leadership of Dr. Harry Macy. Dr. Macy retired in 2004, but his legacy remains alive and well at Ball State University. The social work practice and educational communities both nationally and in Indiana are indebted to his long-term efforts at promoting the provision of quality social services by professionally trained social workers.

Dr. Darlene Lynch was selected and served as Chair from 2004-2008, during which time the program was re-accredited through 2014.

Dr. Glenn Stone joined the department as Chair in 2009 and has led the department through many university transitions, including the department move back to North Quad Building in the Summer of 2011.

The BSW program undergoes continual curricular renewal to accommodate the social service needs of clients and agencies, focusing on preparing competent beginning level generalist social work practitioners.

The Social Science Research Center is an interdisciplinary research and service program sponsored by the Department of Social Work and the College of Sciences and Humanities. Established in 1981, the Social Science Research Center (previously named Social Research and Service Center) develops and oversees externally funded projects, and also provides support for college faculty and public or private organizations to develop and complete research or service projects.

Accreditation and Licensure

The BSW program at Ball State is accredited by the Council on Social Work Education which establishes basic requirements for BSW education. These standards are designed to ensure
the quality of professional services provided by the BSW degreed professional. CSWE’s educational standards and policies related to field practicum can be found at their website (http://www.cswe.org/). Students graduating from an accredited BSW program qualify to sit for the Indiana state licensing (LSW) exam after two years of supervised practice, and to apply for advanced standing in an accredited MSW graduate program. They may also qualify to sit for licensing exams in other states, and can check specific state requirements by going to http://www.aswb.org.

Non Discrimination
Equal Opportunity /Affirmative Action Policy

The Field Practicum Program is planned and conducted in compliance with Ball State University’s Equal Opportunity / Affirmative Action policies. Additionally, the Social Work Department’s program organization and implementation is conducted without discrimination on the basis of age, class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation. The department seeks to make continuous efforts to assure the enrichment of the educational experience it offers by providing content on diversity throughout its curriculum.

All departmental and program practices are subjected to the non-discrimination and affirmative action standards embodied in the Council on Social Work Education’s Education Policy Statement (http://www.cswe.org/), the professional standards found in the National Association of Social Work’s Code of Ethics (http://www.socialworkers.org/pubs/code/default.asp), and the University’s Code of Student Rights and Responsibilities (http://www.bsu.edu/sa/srcs/).

Ball State University provides equal opportunity to all students and applicants for admission in its education programs, activities, and facilities without regard to race, religion, color, sex (except where sex is a bona fide qualification), sexual orientation, physical or mental disability, national origin, ancestry, or age. Concerns regarding this policy should be referred to the Director of University Compliance (765) 285-5162.

Sexual harassment is considered a form of illegal sex discrimination and is not tolerated in any aspect of the BSW program. The Department of Social Work adheres to the university’s Sexual Harassment Policy.

Social Media Policy

Students are required to sign and uphold the standards and guidelines outlined in the Social Work department’s Social Media Policy (see Appendix H). Students review and agree to this policy upon admission to the Social Work major and prior to the beginning of their senior practicum.

Mission of the BSW Program

To prepare competent and compassionate generalist practitioners who think critically, are committed to ethical social work practice, and meeting the needs of a changing society.
To function as a resource center for program development by providing consultation, research support, and professional services in collaboration with local and state human service communities.

The Department of Social Work carries out the second half of its mission by functioning as a community resource center for program development through the Social Science Research Center.

**Goals of the BSW Program**

The BSW program’s goals are derived from its mission and reflect the purposes of social work education as defined by the Council on Social Work Education. In order to fulfill its mission, the Department of Social Work has identified the following goals:

1. To train generalist BSW social workers who are competent (according to the ten competency standards).
2. To engage in research, service, and collaborative relationships with the community to further enhance social work practice.
3. To foster an environment that promotes self-reflection, self-understanding, and lifelong learning.

**Objectives of the BSW Program**

These objectives define the professional competencies of graduates and the expectations of a baccalaureate level social worker.

Graduates of the BSW program at Ball State will:
1. Identify as a professional practice social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment (HBSE).
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**OVERVIEW OF THE SOCIAL WORK CURRICULUM**

The BSW program is a specialized academic degree program that combines a liberal arts curriculum with professional social work foundation content to prepare graduates for employment as entry-level generalist social work practitioners in both public and private social
service agencies. BSW graduates complete a formal admission procedure followed by a rigorous academic and field practicum instructional program that focuses on developing competencies in working with individuals, families, groups, organizations, and communities.

**Generalist Social Work Practice**

Generalist practice is defined by the Department of Social Work as follows:

*Generalist social work practice is a planned process aimed at improving the well-being of individuals, families, groups, organizations, and communities and larger social systems, by creating social change both within and between these social systems within a global context.*

*Grounded in the liberal arts, generalist social work practice is based upon scientifically informed knowledge, professional social work values and ethics, and a core set of micro, mezzo, and macro skills transferable across a variety of human and social service practice settings. Generalist practitioners assume a variety of roles and are trained to think critically as they engage, assess, intervene, and evaluate practice outcomes when working with individuals, families, groups, organizations, and communities. Anchored in systems theory, generalist practice involves viewing client systems from an ecological perspective focusing on strengths and the quality of system interactions. Generalist practitioners strive to promote social and economic justice, and seek to support diversity by providing culturally sensitive services to a range of client populations, including marginalized populations at risk of discrimination and oppression.*

The BSW program is designed as a coherent whole with required courses building upon the liberal arts base represented by the university’s general education core requirements.

On the next page is a table that illustrates the required and elective courses for the social work major and the general sequencing of these courses.
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*All BSW students take a minimum of two social work electives. At least one must be from the following:

- Child Abuse and Neglect 1
- Child Abuse and Neglect 2
- Family Violence
- Mental Health and Addictions
- Social Work Practice in Health Care
- Social Work Practice with Older Adults
- Rural Services in Mental Health

Students can elect to take one approved social work elective course in another department, provided the course supports their professional career goals.
Course Descriptions

What follows is a brief description of each of the required social work courses.

100 Introduction to Social Work
Introduces entry-level generalist social work practice. Focuses on the history, purposes, values, and role of the social worker within the social welfare services delivery system.

200 Social Work Practice 1 with Field Experience
Focuses on fundamental communication and relational skills used by entry-level generalist social work practitioners. Concurrent field (volunteer) experience required.

220 Social Welfare Policy 1
Introduces the historical development, mission, and philosophy of social welfare in the United States with a focus on the analysis of current social welfare programs. Focuses on economic, religious, political, and other socio-cultural influences on contemporary welfare policies and services.

230 Human Behavior and the Social Environment 1
Builds a foundational understanding of people and their social environments, focusing primarily on factors that influence human behavior such as culture, class, race, ethnicity, sexual orientation, gender identity, gender, discrimination, economic forces, organizations and communities. Covers theories and knowledge about the ways social systems promote or deter people in maintaining or achieving health and well-being.

300 Social Work Practice 2 with Field Experience
Introduces entry-level practice methods with organizations and communities. Practice methods of engagement, assessment, intervention planning and implementation, and evaluation. Concurrent field (volunteer) experience required.

320 Social Welfare Policy and Programs 2
Emphasizes policy formation and program development, implementation and evaluation used by entry-level social work practitioners.

330 Human Behavior and the Social Environment 2
Focuses on human growth and development from the prenatal period through later adulthood. Biological, psychological and social aspects of human behavior are discussed. The complex interaction between human development and various social, cultural, spiritual, familial, organizational, and community factors are highlighted. Emphasizes applying concepts and theories to assessment.

340 Research in Social Work 1
Introduces qualitative and quantitative research methods, knowledge, and skills used by a Bachelor of Social Work degreed practitioner to evaluate practice effectiveness. Focuses upon the importance of research ethics in protecting human subjects.

400 Social Work Practice 3
Introduces methods, knowledge, professional values and competencies used in entry level social work practice with groups. Concurrent field (volunteer) experience required.
410 Social Work Practice 4
Introduces methods, knowledge, professional values and competencies for entry level practice with individuals and families. Focuses on practice methods of assessment, intervention planning and implementation, and evaluation. Concurrent field (volunteer) experience required.

440 Research in Social Work 2
Focuses upon statistical measurement and data analysis used by a Bachelor of Social Work degreed practitioner to evaluate practice and program effectiveness. Introduces students to basic concepts of descriptive and inferential statistics, data entry and analysis using SPSS.

460 Social Work Practicum
Full-time practicum in an approved field instruction site that provides structured, supervised learning opportunities to demonstrate baccalaureate-level social work foundation knowledge, professional standards, and practice competencies required of an entry-level generalist social worker.

462 Social Work Practicum Seminar
Focuses on the integration of entry-level generalist social work practice knowledge, professional ethical standards, and competencies; assesses application of confidentiality guidelines, analyzes applied generalist practice settings and interventions using assignments based on the concurrent field experiences in SOCWK 460; and emphasizes ongoing professional development.

FIELD PRACTICUM

Overview
Field practicum has been an integral part of social work education since its inception at Ball State University. Working closely with students and field agencies, faculty select and organize a learning experience that is individually tailored to the student’s needs. The field practicum is administered and organized by the Practicum Coordinator, who monitors all phases of the practicum program, including placement, agency affiliations, and the evaluation processes. The student’s interests and learning needs are considered in the field practicum placement process.

The overall purpose of the field practicum is to afford students the opportunity to acquire the skills needed to function in a social work practice setting, while at the same time integrating and applying classroom theory to actual agency practice settings. The field practicum is key to the student developing generalist practitioner skills and a professional social work identity.

During the last semester prior to earning a BSW degree, students are placed full time in various social service settings. Students must have completed all required social work courses and the university required MATHS 125 and Writing Competency Examination prior to registering for field practicum.

Students meet individually with the Practicum Coordinator the semester prior to actual placement. At this time the Practicum Coordinator, with input from other faculty, assesses the learning needs and professional career goals of each student. Students are frequently encouraged to expand their horizons and be placed in practicum agency settings that will challenge them in new ways to develop professionally.
The field practicum consists of a full semester of 35 or 40 hours a week during either the spring or summer semester.

**Objectives of Field Practicum**

As a result of successfully completing Social Work 460 & SW 462 courses, the student will be able to:

A. Identify as a professional social worker and conduct oneself accordingly.
B. Apply social work ethical principles to guide professional practice.
C. Apply critical thinking to inform and communicate professional judgments.
D. Engage diversity and difference in practice.
E. Advance human rights and social and economic justice.
F. Engage in research-informed practice and practice-informed research.
G. Apply knowledge of human behavior and the social environment (HBSE).
H. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
I. Respond to contexts that shape practice.
J. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Concurrent Academic Course Work**

In addition to the field practicum experience, all practicum students are required to take SOCWK462 Field Practicum Seminar concurrently. This course involves five day-long seminars with written assignments related to the student’s work in the field. Students cannot register for Field Practicum without also registering for Field Practicum Seminar. The field practicum seminar is designed to enhance student learning through the sharing of practicum learning experiences with peers.

**Admission Requirements for the Field Practicum**

In order to begin Field Practicum a student must have met the following requirements:

- Completed all required social work course work including course Incompletes,
- Earned and maintained a minimum cumulative grade point average of 2.5 in all courses required for the major;
- Earned grades of C or better in SOCWK400, Social Work Practice III, SOCWK410 Social Work Practice IV, and SOCWK440 Social Work Research II;
- Fulfilled the University’s Writing Competency Examination requirement;
- Submitted a Practicum Application and Resume to the Practicum Coordinator;
- Completed a pre-practicum conference with both the Practicum Coordinator and the Field Supervisor.
- Assured completion of any screenings, immunization, and individual contracts required by the site.

Policy on Academic Credit for Life Experience and Previous Work Experience

The Department of Social Work does not grant academic credit for life or work credit in lieu of any required social work course or the field practicum. This standard has been established by the Council on Social Work Education which regulates all accredited BSW programs.

Mutual Responsibilities and Definitions of Field Practicum Participants

Faculty Advisor

Students frequently begin talking with their faculty advisor about their field practicum placement interests. Many faculty advisors are familiar with local field agencies that potentially could serve as an excellent practicum placement site based upon a student’s career interests and goals. Faculty advisors can also help students early on address course load and employment issues and how these will impact the field practicum. Pre-planning around the field practicum can be very helpful in maximizing the placement process and field learning experience.

BSW Field Curriculum Committee

The BSW Field Curriculum Committee is composed of full time social work faculty who serve as Faculty Liaisons and is chaired by the Practicum Coordinator. The Field Curriculum Committee’s responsibilities are to:

- Develop, propose and review policies for field instruction;
- Establish and review procedures for student placements, agency affiliations, and overall coordination of the field work program;
- Establish standards for field practicum agencies, experiences, and instructors;
- Review situations where a serious concern about non academic or personal/professional performance at the field practicum site is identified and make decisions on whether or not to initiate a student review;
- Analyze the field outcome data and make recommendations to the full faculty regarding curricular changes.

Practicum Coordinator

The Practicum Coordinator has primary responsibility for the administration of the social work practicum program. This includes quality assurance for all aspects of the program, the proper and effective implementation of all practicum processes and procedures, and the maintenance of effective working relationships between the Chair of the Department, faculty, practicum agencies, field supervisors, and students. The Coordinator is, administratively, the professor of record for the field practicum courses, with overall responsibility for the reporting of student
letter grades for practicum as recommended by the agency Field Supervisor and established by the Faculty Liaison.

Listed below are the specific responsibilities of the Practicum Coordinator by area:

A. **Development and Coordination of the Practicum Education Program**

1. Develop practicum curriculum, inclusive of curriculum content, objectives, teaching/learning agreements, performance evaluations, university-sponsored practicum seminars, and other curriculum related materials;
2. Develop, maintain, modify, or revise policies and procedures governing the practicum education sequence;
3. Maintain a professional relationship between the Department and agencies that provide practicum sites;
4. Orient agency-based Field Supervisors to their role and responsibilities, to the agency requirements for hosting a field practicum student, and to the required field instructional tasks;
5. Develop and implement Field Supervisor training; offer, as appropriate and resources permit, additional workshops, consultation and programs for Field Supervisors;
6. Coordinate the practicum instructional team by creating and distributing instructional materials, providing consultation to Faculty Liaisons, planning and implementing on-campus integrative seminars;
7. Chair the Practicum Curriculum Committee;
8. Maintain, revise, and update the Field Practicum Handbook;
9. Establish, maintain, revise, disseminate, and receive all evaluation instruments to be completed by students and Faculty Liaisons regarding agency sites, seminars;
10. Explain methods used to select practicum agencies and how students are matched with specific sites, the general nature of the practicum program, the nature of supervision, overall academic and practice performance expectations;
11. Provide feedback to all practicum sites based on the evaluation of students and Faculty Liaisons;
12. Facilitate the assignment of Faculty as liaisons for students and agencies.

B. **Placement of All Students**

1. Orient students to the purposes of the practicum in social work education, the placement process and requirements;
2. Assess students’ needs, interests, and readiness for field practicum by evaluating students and obtaining input from faculty advisors and senior level pre-practicum faculty;
3. Coordinate meetings with each student prior to actual placement to facilitate arrangements for a pre-placement site interview;
4. Advise students with special problems/needs related to placement;
5. Keep informed of students’ placement performance and academic progress by maintaining contact with Faculty Liaisons;
6. Establish and maintain contact with agencies throughout the placement process to ensure that as far as possible, special program and student learning needs are met;
7. Develop, complete, and evaluate the placement processes for each practicum student.

C. **Selection of New Placements**

1. Recruit and select practicum agencies and Field Supervisors in accordance with the mission and goals of the BSW program and in compliance with curriculum objectives and CSWE standards;
2. Follow up on requests by agencies or students by making contact with, and completing an assessment of, the agency;
3. Approve all new practicum sites and respond to all inquiries requesting practicum program information by professional organizations, communities, legal entities;
4. Provide agency sites a copy of the *Field Practicum Handbook*;
5. Assure timely execution of all formal agreements between practicum agencies and the university.

D. **Maintenance of Relations with Current Practicum Sites**

1. Maintain current directory of practicum placements, agency information data, and contact persons;
2. Maintain liaison relations with the agencies’ administrative personnel;
3. Review and evaluate the appropriateness of practicum agencies by making periodic visits, reviewing student evaluations of the sites and instructors, and/or collaborating with the Faculty Liaisons;
4. Prepare and administer agency evaluation instruments.

E. **Coordination and Liaison**

1. Establish and maintain policies and procedures regarding roles and responsibilities of the Field Supervisors, Faculty Liaisons, agency contact / administrative personnel and appropriate university officials;
2. Coordinate with the Department Chair the scheduling of practicum faculty assignments and workloads, and overall program maintenance;
3. Maintain open communication among students, Faculty Liaisons, agencies, and relevant faculty;
4. Complete other practicum administrative responsibilities as defined.

**Faculty Liaison**

The university-employed Faculty Liaison is responsible for facilitating integration of the campus based academic program and the agency-based practicum placement, and facilitating the overall experiential instructional milieu. The Practicum Coordinator assigns each student and Field Supervisor a Faculty Liaison from the Department of Social Work.

Listed below are the specific responsibilities of the Faculty Liaison:

1. Provide input into the overall design of SOCWK460 Field Practicum and SOCWK462 Field Seminar;
2. Serve as a Field Practicum Seminar instructor;
3. Interpret and explain the Department's objectives, policies, and curriculum to field supervisors and other appropriate agency staff;

4. Maintain close communication with the Field Supervisor about the progress of the practicum student with a minimum of three visits or conferences during the practicum;

5. Hold orientation meetings with students during the first Practicum Seminar session;

6. Consult with the Field Supervisor to maximize the learning experience for the student;

7. Meet with the Field Supervisor and the student in three scheduled conferences including the learning contract conference and two evaluation conferences;

8. Be available by phone and electronically as a consultant to the student and the Field Supervisor;

9. Confer with the student regarding her/his progress and/or problems in relation to the practicum;

10. Evaluate the student’s progress and performance as reflected in the student’s logs and other assignments;

11. Evaluate the ability of the student to work within the framework of the agency;

12. Review all field practicum evaluations submitted by the student and Field Supervisor to the Department;

13. Determine a letter grade for SOCWK 460, in conjunction with the Field Supervisor’s recommendation;

14. Keep the Practicum Coordinator apprised of student progress and the quality of field supervision.

**Field Supervisor**

An agency-based Field Supervisor is expected to provide administrative and supervisory guidance to a student completing practicum assignments; professional support during the acquisition of practice competencies; and individualized instruction focused on the development of professional competencies required for effective practice within social service settings. Consequently, Field Supervisors are selected on the basis of their practice competence, their instructional and supervisory skills and their willingness to participate in the social work education process.

Listed below are the specific responsibilities of the Field Supervisor:

1. Participate in pre-placement interviews of students and inform the Practicum Coordinator of her/his decision regarding acceptance;

2. Communicate the agency’s mission, procedures, and policies to the student and oversee the student’s performance;
3. Provide the student with the opportunity to work with client systems of various sizes (individuals, families, groups, organizations, and communities);

4. Plan a diversified learning experience for the student with specific attention to providing learning opportunities with diverse populations;

5. Develop with the student an individualized learning contract at the beginning of the field practicum placement;

6. Ensure the student has an adequate number of client contacts to meet their learning needs/goals;

7. Verify the student’s field hours and assigned duties;

8. Teach practice skills to aid the student’s application of practice concepts in practicum assignments;

9. Assist students with managing the demands and stresses of the agency’s organizational life;

10. Conduct supervisory conferences with a minimum of one hour of scheduled supervision weekly;

11. Hold the student accountable for providing client services which meet the agency’s standards and are compatible with its mission;

12. Provide ongoing feedback to the student on performance and, in addition, prepare and discuss fully with the student the formal evaluation as requested by the Department at midterm and at the end of the field practicum placement;

13. Consult with the assigned Faculty Liaison regarding the student’s educational plan, assignments, progress and any problems arising with the student or the field practicum learning situation.

**Field Practicum Student**

Students are expected to be assertive in creating a quality learning experience for themselves. This is done by providing frequent feedback to the Field Supervisor, the Faculty Liaison, and the Practicum Coordinator. Students should not passively wait for their learning needs to be met, but should express them and work towards achieving conditions for professional growth.

In addition, field students have the following responsibilities:

1. Complete and submit the Practicum Application and Resume specific materials in a timely fashion;

2. Schedule an appointment to meet with the Practicum Coordinator to discuss the general type of field practicum placement they wish to pursue and possible field agency sites;
3. Identify any potential conflict of interest or dual relationship situations which might exist around placement in a particular agency;

4. Inform the Practicum Coordinator of any past or current felony or misdemeanor convictions or charges, or questionable driving record;

5. Schedule and attend one or more pre-placement interviews at potential sites;

6. Read the NASW Code of Ethics and abide by its tenets in the practicum agency;

7. Familiarize him/herself with and follow all pertinent field agency policies, procedures and expectations;

8. Comply with agency records and recording procedures;

9. Participate in discussions with the Field Supervisor regarding the learning contract and the evaluation of her/his performance;

10. Carry out all tasks assigned by the Field Supervisor in a timely fashion;

11. Act in a professional manner when representing the agency with clients, agency personnel, or community contacts;

12. Maintain personal and professional boundaries within the field agency;

13. Make him/herself available for at least weekly conferences with the Field Supervisor and assume responsibility for setting an agenda for supervisory conferences;

14. Accept and engage in a learner/student role in relation to the Field Supervisor;

15. Discuss his/her learning experiences and any problems or concerns first with the Field Supervisor;

16. Engage in self reflection;

17. Promptly notify the Field Supervisor in cases of unavoidable absences from field;

18. Dress appropriately when carrying out the responsibilities associated with field practicum;

19. Attend all Field Practicum Seminars and actively participate in seminar discussions and activities;

20. Complete midterm and final self-assessments on the Teaching-Learning Contract and Evaluation Form, and discuss with Field Supervisor;

21. Actively prepare for and participate in midterm and final evaluation conferences with Faculty Liaison and Field Supervisor;

22. Complete a formal evaluation of the practicum and BSW program.
FIELD AGENCY AND SUPERVISOR SELECTION

Criteria for Selection of Field Practicum Sites

To be designated a field practicum site an agency must provide the following:

- Clearly defined services, the goals of which are compatible with the purposes of the social work profession and generalist social work practice;
- A commitment to the values and principles inherent in the NASW Code of Ethics;
- A commitment to social and economic justice for clients and community;
- Nondiscriminatory practices on the basis of age, class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation;
- A qualified Field Supervisor with adequate time to fulfill field supervision responsibilities;
- Appropriate learning experiences for students that include direct practice assignments and other site-based experiences that enhance the student’s preparation for entry level generalist social work practice;
- Opportunities to work with diverse populations, including populations that vary by age, class, color, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, race, religion, sex, and sexual orientation.
- Various learning opportunities that involve working with and through other agencies, community resources and groups.
- Office/work space for students for purposes of practicum learning and evaluation.

Criteria for Selection of Field Supervisors

In order to qualify as a Field Supervisor, agency personnel must meet the criteria established by the Department of Social Work. Agency Field Supervisors must:

- Possess an MSW or BSW degree and two years of related post graduate professional experience;
- Commit to meeting weekly with the practicum student for a minimum of one hour;
- Agree to comply with the university affirmative action and non-discrimination guidelines;
- Agree to adhere to the NASW Code of Ethics;
- Complete the necessary paperwork associated with the Field Practicum Program.

In some situations if a supervisor with a social work background is not available, another qualified degreed professional may serve as the Field Supervisor. In such cases the Practicum Coordinator and Faculty Liaison orients the Field Supervisor to the BSW program’s curriculum and the social work perspective, and provides additional oversight to ensure a social work perspective.
FIELD PRACTICUM PLACEMENT PROCESS AND POLICIES

The following general policies and procedures are used to structure the field placement process.

Finding and Selecting a Field Practicum Agency

The Department maintains ongoing relationships with a broad range of social service agencies. Selection of field practicum sites and supervisors is based on the availability of entry-level generalist practice practicum-based learning opportunities, adherence to the *NASW Code of Ethics*, and compliance with the University's and the Department of Social Work's Equal Opportunity/Affirmation Action standards.

The Practicum Coordinator plans placements with students. Several factors are considered in the selection process, including: agency and supervision availability, learning opportunities available at particular agencies, the student’s learning needs and interests, and personal needs of the student such as geographic location and financial resources.

Please Note: Students do not seek their own field practicum agency, but work through the Practicum Coordinator.

Practicum Placement Process

Practicum placement involves careful planning. The Department provides advice and information for practicum placement via faculty advisors and the Practicum Coordinator. The Practicum Coordinator also consults with BSW faculty to assess student readiness for practicum.

Steps for Practicum Placement:

Designation of the Field Practicum Semester

At the time of formal admission to the major, students complete the Practicum Semester Request form, indicating the semester and year in which they are planning to do the field practicum. This initial request is filed by practicum semester and is noted in the formal letter of admission sent to each student. (Any subsequent semester change must be approved by the Practicum Coordinator).

Application to Practicum

Each student submits a Practicum Application and Resume the semester prior to practicum placement (see Appendix A). Directions and information needed to complete the Application and Resume are distributed when the student seeks permission to register for SOCWK410 Social Work Practice IV. The Application and Resume are submitted to the Practicum Coordinator, who reviews and makes suggestions for final revisions. At the time of the mandatory orientation meeting, students may begin to schedule individual pre-placement appointments with the Practicum Coordinator.
BSW Pre-Placement Group Orientation Meeting

During the first week of the semester prior to doing practicum, the Practicum Coordinator meets with all students eligible for the practicum as a group to discuss the details of the placement process and answer questions. This mandatory meeting is held in August for those students planning on a Spring semester field practicum placement and in January for those planning a summer field practicum placement.

Practicum Planning Conference

Each student meets with the Practicum Coordinator to review the completed Practicum Application and Resume, his/her geographical and client population preferences, and available agency placements. In preparation, each student completes and submits a Practicum Planning Conference Form (see Appendix B). At this conference the student is expected to discuss factors which may impact placement, such as medical needs, driving records, and past or current felony/misdemeanor histories, including current charges or substantiated child abuse or neglect. Failure to disclose or falsification of information related to these factors is cause for dismissal from the major. The Practicum Coordinator will utilize the student's Faculty Advisor, and instructors from the senior-level courses for assistance in choosing the practicum agency. Once a preferred agency is identified, the Practicum Coordinator will call the potential Field Supervisor to discuss the placement. If the student has medical needs, driving records, and/or past or current felony/misdemeanor histories, including substantiated child abuse or neglect, this will be discussed with the potential supervisor, to assure that it will not conflict with site policies or present other barriers to an effective BSW learning experience. Initial discussion is anonymous. If placement is not feasible, the student’s name is not given. If a placement may be possible, the Practicum Coordinator will give the student’s name, then send the student's Application and Resume to the agency, accompanied by a cover letter identifying the student, and outlining practicum dates and expectations.

Pre-Placement Field Supervisor Interview

Once the Practicum Coordinator has verified with a Field Supervisor the availability of a potential practicum placement, and has sent the student's Application and Resume, the student is provided agency contact information and expected to contact the Field Supervisor to arrange a pre-placement interview. Students should read any information available on the field agency prior to the pre-placement interview, such as agency-based websites.

Students are expected to bring with them a resume, a list of references, and a list of questions they want to discuss so that the interview will be a two-way process similar to a job interview. Both student and Field Supervisor are encouraged to be frank and open with each other in discussing all aspects of the placement. The interview is designed to give students and Field Supervisors an opportunity to discuss and mutually accept the placement. This is also the time at which the Field Supervisor and student can discuss arrangements for additional preparatory screening such as TB test or additional background check. The student will utilize the Interview Checklist (see Appendix C) to review with the Field Supervisor any preliminary screenings, immunization, or checks that must be completed prior to placement.

All placements in public schools in Indiana must follow procedures similar to student teaching placements. The Practicum Coordinator prepares a Field Experience Application form and delivers a placement packet to the Office of Teacher Education Services (OTES) in Teachers College. The OTES office completes an additional criminal background check, then submits the
student's form to the specific school site; the principal signs to indicate approval; the form is returned to Teachers College; the OTES office informs the Practicum Coordinator, who in turn informs the student that the placement has been confirmed.

After the pre-placement interview, students should submit the Student Site Preference Report form (see Appendix D), indicating preference to be placed at this site, or desire to talk further with the Practicum Coordinator about concerns or alternative site options. The student will also inform the Practicum Coordinator about any preparation steps that must be done by the student, Field Supervisor, agency, or Practicum Coordinator.

**Confirmation of Field Placement**

Field Supervisors contact the Practicum Coordinator after the interview to discuss their questions, concerns, and/or decision to accept the student for placement. New supervisors will also submit a Field Supervisor Data Sheet (see Appendix E) and most recent resume. If the Practicum Coordinator does not hear from the Field Supervisor soon after the interview, a call will be made to discuss the supervisor’s interest in working with the student. If all parties agree, the placement is confirmed. The Practicum Coordinator sends several documents to the Field Supervisor at least two weeks prior to the beginning of the practicum, providing them information they will need to prepare for the practicum semester.

**Affiliation Agreements and Proof of Liability**

Affiliation Agreements are required between the University and each site. This form, designed specifically for the social work practicum program, provides definitions, administrative guidelines, and the provision of mutual rights and responsibilities of all parties involved in a placement (see Appendix F). Affiliation Agreements are tailored by the Social Work Department for the site, signed by the Department Chair, College Dean, and the Associate Vice President for Business Affairs and forwarded to the site for relevant signature(s). The site reviews the agreement, and if no modifications are needed, relevant site staff sign the document, and return a copy of the completed signature page to the Practicum Coordinator. A site may propose special provisions for review by the Practicum Coordinator and University; this may then be included with the formal Agreement. Affiliation Agreements will be kept on file at the Social Work department.

In the course of arranging a match, if a site needs proof of liability insurance coverage, a request can be made to the Practicum Coordinator, who can then send an explanatory letter, or arrange through the Risk Management Office for a cover page from the University’s liability policy to be forwarded to relevant site personnel.

**Orientation to Practicum Seminar**

Before beginning at the practicum site, all students meet with the Faculty Liaisons and the Practicum Coordinator as a group. A variety of practicum relevant information is reviewed and/or distributed, including:

- Field Practicum Handbook
- Practicum Calendar
- Teaching-Learning Contract and Evaluation Form
- Syllabi for SOCWK460 Field Practicum and SOCWK462 Field Seminar
Policy on Students with Disabilities

Students with a disability may request accommodation under the Americans with Disabilities Act. The Department advocates for reasonable accommodation at field sites for students with disabilities documented by the Disabled Student Development Office. The Practicum Coordinator, along with the practicum agency, determines the agency’s and/or university’s ability to make reasonable accommodations if requested by the student. In some instances, as needed, the Practicum Coordinator writes to Vocational Rehabilitation, explaining unique services or adaptations a student may need, and encouraging VR support as an educational need.

Field Practicum Placement at Site of Current Employment

The Department of Social Work discourages students from using current or recent social service employment sites for their field practicum. When approval for such an arrangement is granted the employment site must meet all field practicum policies and adhere to all procedures as is done in traditional field practicum placements. Students contemplating using their employment sites as field practicum placements must do the following:

- Consult with the Practicum Coordinator prior to making any arrangements with the employer;
- Submit an addendum to the Practicum Application explaining the rationale for this placement as a new learning experience with a new role for the student, and how the dual relationship of worker and student will be managed.

The agency where placement is being requested must meet the BSW standards established by the Department and the Council on Social Work Education. The agency must:

- Meet established requirements for BSW practicum agencies;
- Identify academic credentials of the prospective new supervisor(s);
- Provide educationally focused instruction, including weekly professional supervision;
- Provide assignments appropriate for BSW-level generalist practice;
- Complete the educationally-focused Practicum Midterm and Final Evaluation;
- Provide release time for practicum seminars and practicum instruction.

The student will be assigned entirely different, educationally focused responsibilities within the agency that meet established standards of practicum objectives, rather than solely continue in his/her current role. Practicum evaluation and supervision must be provided by a person other than the one who has supervised the student as an employee.
Decisions about placement in a practicum site where a student is employed will be made by the Practicum Coordinator in consultation with the BSW Field Curriculum Committee.

Practicum Placements in Distant Locations and Out of State

Field practicum sites are expected to be within a four-hour drive of Muncie. Practicum placements at a greater distance are considered only under rare circumstances when a comparable practicum experience cannot be found closer. Distant field sites are more difficult to locate and guarantee adequate learning and supervision. Distant sites also often involve additional liability and financial considerations that have to be managed. Students who have compelling reasons for seeking a more distant field placement should discuss their interest early with the Practicum Coordinator. On rare occasions if a distant field practicum has been arranged it is because:

- A unique learning experience / need is not available locally;
- An exceptional personal circumstance such as serious family need warrants such a placement;
- A site that meets CSWE accreditation standards is available in the distant location;
- A distant site can provide the learning, supervision, and seminar arrangements which parallel the Department of Social Work’s practicum program.

Employment While In Field Practicum

Students planning part-time employment during evenings or weekends while in practicum must consult with the Practicum Coordinator and Field Supervisor before finalizing work arrangements. It is a department policy that students should plan to finance their practicum expenses by means other than concurrent paid employment. Evenings and weekend time is needed to complete Seminar assignments. Students cannot have full-time employment while completing the full-time practicum.

Additional Academic Course Work During Practicum

The department's general policy is that no additional courses, including Independent Studies, be taken at the same time as practicum. Students still needing to take course work to meet graduation requirements should plan to take the course prior to the semester they plan to do practicum or the semester following.

Felony and Misdemeanor Convictions or Charges / Substantiated Abuse or Neglect

Students with certain criminal records may be restricted in their choice of a field practicum site. Some criminal histories, such as those involving physical harm to another person, are likely to preclude field placement altogether and thus completion of the BSW degree. Greater protection of clients is being done by an increasing number of health, social service, family, children / youth and elder serving agencies that routinely complete criminal background checks on new employees or volunteers. These background checks, as well as drug screenings, verification of professional references and increased health assessments are also routinely required of the field practicum student. Information regarding any felony / misdemeanor convictions or charges, as well as driving charges, are revealed in such background checks. The Social Work department will complete Indiana Department of Child Services background checks on all students prior to practicum
placement to verify the absence of substantiated child abuse or neglect. If substantiated abuse or neglect has occurred the student will not be placed for practicum and will not be able to complete a BSW degree.

Any information that could be revealed in a background check must be disclosed by the student to the Chair of the Social Work Department at the time of formal admission to the BSW program. Students should disclose current charges or prior convictions that they understand have been expunged from their record as well, since expungement may not have occurred across all databases. In those cases where a criminal background would make a future field placement highly unlikely or impossible, disclosure at this point will allow the student to select an alternative major early in her/his academic career.

If formally accepted into the major, a student with a criminal background or poor driving history will be directed toward field practicum placements where background experiences may not jeopardize successful placement. Students formally admitted with felony / misdemeanor or poor driving histories must inform the Practicum Coordinator and any prospective Field Supervisor of such history. Failure to disclose a criminal background or poor driving record or substantiated abuse or neglect either at the point of formal admission to the major or at the time of practicum planning will be grounds for dismissal from the major. If the nature of the charges or convictions are severe enough that three sites refuse placement then the student will need to meet with the practicum coordinator and their faculty advisor to review alternative degree options.

During the practicum placement process, the Practicum Coordinator asks any potential agency about its expectations and policies regarding felony / misdemeanor or poor driving histories to determine if placement is possible. If the student’s history would be problematic for the agency, the Practicum Coordinator will explore other practicum sites. The Practicum Coordinator will pursue up to three sites. If three sites have refused placement due to the severity of charges/convictions then the student will be counseled/review alternative degree options. The name of the student in question is not shared with the agency until the agency has indicated that the student’s prior history may not interfere with placement.

**Conflicts of Interest**

No student may be placed in an agency wherein he/she or a family member was, or is, a client. Since the Department does not ascertain client information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on a conflict of interest or dual relationship which would violate the NASW *Code of Ethics*. Placement of a student in an agency in which a relative is an employee may also constitute a conflict of interest. Students must discuss the situation with the Practicum Coordinator if they suspect a conflict of interest may exist. Students who fail to disclose potential conflicts, and who are found attempting to secure, or who secure, a placement in an agency where they, or a member of their family, are, or were, a client, or where a relative is employed will be administratively removed from the placement agency and may be dismissed from the BSW program.

**Legal Liability Coverage**

All students completing an approved agency-based field practicum are provided liability insurance by the university, which covers their practicing as a student social worker in the field agency. Ball State University is presently insured for general liability and umbrella protection in the amount of 21 million dollars. The coverage provided is broad, including property
damage, bodily injury and personal injury caused by the university, its employees and its student interns. A blanket professional liability policy also covers students of the allied health specialties, including social work, in the amount of 3 million dollars.

Please Note: Students are covered ONLY during the period for which they are registered/enrolled for SOCWK460 Field Practicum. The one exception is students placed in the Indiana Legislature, whose beginning and ending dates may vary.

Transporting Clients

Students are permitted to drive their own vehicles or agency vehicles to their site, to home visits, and to community locations where they are completing their learning tasks and activities, however, they are NOT to transport clients during their practicum experience. The intent of the Department’s policy on transporting clients is to minimize student, client, agency, and university risk while still allowing the student flexibility in field experiences.

Identification of Student Status

The NASW Code of Ethics specifies that all social workers have the obligation to ensure clients are fully informed about the services they are receiving. In keeping with Informed Consent, field students should identify themselves as students or interns to clients and colleagues, and in agency records and correspondence.

Field Agency Records

Students are responsible to the practicum agency for maintaining a current record of their field activities. The form of that record must be consistent with agency requirements and approved by the Field Supervisor.

Students are responsible for handling all agency records professionally and confidentially, and must conform to agency practices. Field Seminar assignments requiring the use of actual client case materials must protect client confidentiality by concealing the client’s name and identifying data.

Students are responsible for prompt and accurate preparation of statistical reports and clients records as required by the agency. The student is responsible for proofreading and for assuring that agency records are kept up-to-date and stored in the designated location.

Time Record Form

While in placement, each student will maintain a Time Record Form (see Appendix G), noting the total hours that are completed each week for SOCWK 460, and noting cumulative hours. The form is to be signed by the student and Field Supervisor each week, will be checked as part of the midterm evaluation conference, and will be submitted at the end of practicum placement.
Changing a Practicum Placement

Assignment to a practicum placement is a careful and deliberate process. The Department of Social Work strongly discourages any unnecessary reassignments of placement. In the event that such a situation occurs, the student and/or field agency should have a sound and compelling reason for the decision to request an alternate placement. In doing so, students should understand that a change in field placement may delay their planned graduation. The steps that should be followed by the student are:

- Discuss the need to change placement site with the Faculty Liaison and the Practicum Coordinator;
- Meet with the Field Supervisor to explore in depth the reasons for wanting to terminate the placement. The Faculty Liaison may attend this first conference with the Field Supervisor, depending on the wishes of all three parties;
- Arrange a meeting with the Field Supervisor, Faculty Liaison, Practicum Coordinator and the student if such a meeting has not already taken place;
- Meet with the BSW Field Curriculum Committee should such a meeting be requested;
- Terminate appropriately with clients and agency as recommended by the Field Supervisor, should permission to terminate a field site be agreed upon by the Department, Faculty Liaison and Practicum Coordinator;
- Make up any elapsed time missed from Field Practicum during the above negotiations. The Practicum Coordinator along with the Faculty Liaison will decide whether or not a student is able to complete sufficient practicum hours in a second field placement site. In some cases a student may have to complete his/her practicum hours during a subsequent semester when SOCWK 460 Field Practicum is again offered.

- **Please Note:** Under no circumstances should a student independently discontinue a field practicum without consulting with the Practicum Coordinator. Any student who does so may be dismissed from the BSW program.

Orientation to Field Practicum

The first few days of the practicum experience can set the tone for many weeks to come and affect the student’s response to subsequent learning experiences and assignments.

Practicum is a new and demanding experience and the student needs ample time to become familiar with the agency setting, the complexities of the program services, and the nature of practicum performance. Students can bring to the field experience high levels of anxiety about a new learning environment and high expectations of themselves as social work practitioners. It is important for field supervisors to recognize this reality and also to be aware of their own concerns and anxieties.

Although a certain level of student anxiety at the beginning of the placement is natural and inevitable, an orientation conference the first day with the Field Supervisor should help to
reduce it.

**Orientation Guidelines**

This section of the *Field Practicum Handbook* is designed to provide some guidelines about the orientation process.

On the student’s first day it is recommended that he / she be introduced to administrators, staff and support personnel. The student should provide the receptionist / support staff with her/his name and phone extension for messages and provide a home or cell phone number in case the student needs to be contacted after hours or for emergencies.

It is also helpful for field supervisors to provide students with information regarding the areas listed below. Some of this information may be available in handbooks or brochures and, if not, should be discussed with the student as part of the orientation process.

- History of the agency
- Mission of the agency
- An organizational chart
- A list of staff and their phone extensions
- An overview of the agency’s programs and services
- The role(s) assumed by social workers in the field agency
- The agency’s funding sources
- A profile of the population served by the agency
- Relevant personnel policies and procedures the student will need to follow (e.g., absences, holiday schedules, hours of operation, use of telephones or copiers, travel expenses, dress requirements)
- Security procedures
- Safety precautions
- Location of offices, phones and washrooms
- Dress code or expectations
- The agency’s record-keeping systems including where records are stored and procedures for accessing these records
- Any agency equipment the student will be expected to use such as computers or audio-visual equipment, and the means for becoming familiar with how to operate this equipment

In addition to introducing the student to the agency itself, it is helpful to begin orienting the student to her / his responsibilities as a practicum student. This includes:
• Discussing what the student’s work at the agency will involve, including the first week’s activities;
• Identifying other staff members who will be working with the student;
• Arranging for the student to spend time in the community, visiting key agencies and people with whom she / he will be working; identifying opportunities for the student to become knowledgeable about community-based allied services;
• Explaining how the student is to identify her/himself to clients, collaterals, colleagues, and community contacts;
• Specifying for the student what the agency’s expectations are regarding recording and documentation; providing copies of intake and other recording forms and explaining how these are used;
• Describing the agency’s confidentiality procedures;
• Identifying meetings the student will be expected to attend, the purpose of these meetings, and when these are held;
• Explaining staff development workshops or seminars that will occur during the student’s practicum experiences that the student is encouraged to attend.

Lastly, it will be helpful to describe how the student and supervisor will work together. This includes:

• When and how often to meet for supervision;
• How to handle questions or concerns between supervisory session;
• Who to seek out for assistance when the supervisor is not available;
• How the student should prepare for supervisory sessions;
• The supervisor’s view of his/her role;
• What the student sees as his/her learning style.

Students will need to review with the Field Supervisor and sign the Practicum Site Orientation / Student Checklist Form (see Appendix I) the first week of the field practicum. This checklist covers many of the items discussed above and ensures that the student is well oriented to the field agency. The student is provided with a copy of the Orientation Checklist prior to the beginning of practicum.

**Practicum Tasks and Assignments**

Field supervisors are asked to design learning experiences for the students which are both responsive to the student’s expressed interests, but also selected to maximize the likelihood that the student will develop the competencies related to the BSW program’s educational objectives. Planning tasks and assignments so students have the opportunity to observe, assess, plan and implement interventions, and subsequently evaluate and reflect on these
Interventions afterwards with the Field Supervisor enhances the student’s learning. Tasks and assignments should be selected based on what a beginning social work professional would be expected to do, and should take into consideration the student’s prior life and work experiences.

Beginning client-based assignments with individuals, families and groups should take into account the student’s learning style and experience and should involve non-complex situations in which there is at least some conscious client motivation for help, no appreciable risk of bodily harm, and where the central focus of work is to involve a time limited problem solving approach with issues of a well-defined interpersonal, behavioral, or concrete nature. Examples of assignments might include intake interviews, phone referral work, case management activities, small group co-facilitation, discharge planning, and home visits.

Macro assignments may include participation in administrative or community oriented committees or projects, at least on an observational basis. The student should be encouraged to consult with a variety of professionals both within and outside of the agency. An effort should also be made to provide the student with the opportunity to work with diverse clients, including older adults, children, gay, lesbian, bisexual and transgender individuals, people of color, and people with physical or intellectual disabilities, so as to enable the student to be comfortable working effectively with a range of persons. Whenever assignments are provided, the Field Supervisor should review the experiences with the student afterwards, helping to identify key lessons.

**Use of The Learning Contract And Evaluation Form**

During the first field seminar session (prior to beginning at the site) students are oriented to the use of the Learning Contract and Evaluation Form (Appendix J). This helps the student think through potential tasks and assignments appropriate to her / his professional goals and to the particular agency. By the time of graduation students are expected to have demonstrated competencies related to the ten educational objectives of the BSW program. Once at the agency, the student and the Field Supervisor review each of the ten professional competencies and discuss possible agency tasks or assignments. Concurrently, the student and Field Supervisor discuss their mutual roles and responsibilities.

Ideas for tasks and assignments may come from the generic list of suggestions for each competency on the Learning Contract and Evaluation Form. This generic list is not exhaustive. Other tasks or assignments unique to the field agency may be mutually determined. Once tasks and assignments have been mutually agreed upon, the student is responsible for entering these in the spaces provided on the form in preparation for the first Faculty Liaison site visit.

Copies need to be available for the student, Field Supervisor(s), and Faculty Liaison. The Learning Contract and Evaluation Form is available on Blackboard. At this first visit the Faculty Liaison reviews task and assignment plans. The Midterm and Final Evaluation sections of the Learning Contract and Evaluation Form are subsequently used by the students and the Field Supervisor to independently evaluate the student’s progress and performance, and to discuss possible assignment or performance modifications.
FIELD PRACTICUM PROBLEMS

If a problem situation arises in the field practicum agency for either the student or the Field Supervisor, the issue(s) should be directly addressed. For guidance the Field Supervisor and the student should consult with the Faculty Liaison. If the Faculty Liaison cannot be reached, the Practicum Coordinator should be contacted, or lastly, the Chair of the Department.

Described below is a step-by-step process that should be followed when serious problems or concerns arise in the practicum, regardless of the parties involved or the nature of the difficulty. These procedures ensure that students and Field Supervisors are afforded due process. Students who do not adhere to their specific responsibilities or who do not follow the procedures identified below jeopardize their place in the social work practicum and the overall social work program.

1. When a practicum performance problem arises, the student and Field Supervisor should discuss the problem constructively and in an issue-oriented fashion. If the problem is not resolved to either party’s satisfaction, they should proceed to the next step.

2. The student and Field Supervisor advise the Faculty Liaison of the problem. The Faculty Liaison will facilitate problem resolution in a manner deemed appropriate by the faculty member. If the solution is not amenable to all three parties, the problem situation should proceed to the next step.

3. The Faculty Liaison requests a meeting between the student, her/himself, the Field Supervisor, and Practicum Coordinator. This request shall be in writing to the Practicum Coordinator with copies to the Field Supervisor and student. A meeting between the student, Field Supervisor, Faculty Liaison, and Practicum Coordinator will ensue in order to discuss and attempt to resolve the problem.

If the three required conferences outlined above do not resolve the problem or concern, a decision regarding further action is made by the Practicum Coordinator in consultation with the Student Standards committee based on current Departmental policies and procedures.

Procedures for Termination of a Field Practicum

A field practicum student may be removed from a placement when continued participation is judged by the Field Supervisor, Faculty Liaison, the Practicum Coordinator and / or the BSW Field Curriculum Committee to adversely affect the clients served, the student, the field agency, or the university. In making a decision regarding removal, the Faculty Liaison, in consultation with the Practicum Coordinator, evaluates the reliability and seriousness of pertinent available information regarding the situation. The Faculty Liaison and the Practicum Coordinator will follow the guidelines outlined in the Academic Performance Review Policy (Appendix N) regarding termination of a placement.

Should there be immediate danger to any parties involved, the student’s field participation will be temporarily suspended until the Student of Concern Committee meets and determines if termination of the practicum should continue and if the student should be considered for another placement.
If placement in another field agency is deemed warranted, the student’s practicum will be extended to ensure field competencies have been mastered and a minimum of 400 hours have been completed. In some cases, the student may have to repeat the field practicum in a subsequent semester to allow time to find an alternative field placement or to ensure that educational objectives have been met.

**Student Appeals Process**

Please refer to the Academic Performance Review Policy (Appendix N) regarding the appeal process.

**Evaluation of Field Practicum Agency**

Each practicum agency and Field Supervisor are routinely evaluated at the end of the semester. The Practicum Coordinator is responsible for soliciting feedback from all students on their field experience at each practicum site (see Appendix M). This feedback is used to help the Department of Social Work make a determination regarding continued affiliation between the Department and each field practicum agency.

**Field Practicum Agency Reviews**

On rare occasions, the Faculty Liaison or the practicum student may have concerns regarding a field agency’s practices or its appropriateness as a full time practicum setting. In such situations the Practicum Coordinator initiates an assessment with the Faculty Liaison, the field student, and/or the Field Supervisor. Issues that may be considered in such an assessment are supervisory problems, the adequacy of the learning experience, and unethical practices. The Practicum Coordinator attempts to find a resolution to the issue. If a resolution is not possible, the Practicum Coordinator convenes the BSW Field Curriculum Committee which makes a determination whether or not any action needs to be taken. The Practicum Coordinator informs in writing the practicum agency of any Committee decision.
APPENDIX A

STUDENT APPLICATION FOR FIELD PRACTICUM

SOCWK460

Department of Social Work
Ball State University

Type or neatly handwrite in black.

NAME:______________________________ Date __________________________

BSU ID # __________________________

Local Address:_________________________________________________________________

City _____________________________ State_____________ Zip______________

Phone____________________________ Email ______________________________________

Permanent Home Address (if different): _______________________________________

City _____________________________ State_____________ Zip______________

Phone____________________________ Email ______________________________________

I hereby give permission for the Practicum Coordinator to request relevant information from Social Work Department faculty about my academic and personal readiness to complete practicum, and to exchange relevant information with any potential practicum agency.

__________________________________________________________

Student Signature Date
Application Narrative

Directions: Please address the following areas:

- Client Population / Setting Preferred:
- Experience with this Population:
- Other Personal – Professional Work Experience:
- Experiences Influencing Decision to Become a Social Worker:
- Educational Background:
- Personal / Professional Strengths:
- Personal / Professional Limitations:
- Post Graduation Career Goals:
- Practicum Learning Goals Based upon Above:
- Practicum Assignments Preferred:
APPENDIX B

STUDENT PRACTICUM PLANNING CONFERENCE FORM
DEPARTMENT OF SOCIAL WORK
Ball State University

Name_________________________________________________  Date ________________________________

Local Address: ____________________________________________

City __________________________________ State ___________ Zip __________________________

Phone________________________________ Email __________________________________________

Permanent Home Address:

City __________________________________ State ___________ Zip __________________________

Phone________________________________ Email _________________________________________

1. Will you be twenty one years of age prior to beginning the field practicum?
   Yes____  No____

2. Do you have, or have you ever had, a suspended driver’s license, or pending possibility of a suspended license?
   Yes _____* (provide details on back)  No _____

3. Do you have or have you ever had any felony or misdemeanor convictions?
   Yes _____* (provide details on back)  No _____

4. Do you have any felony or misdemeanor charges pending?
   Yes _____* (provide details on back)  No _____

5. Do you have any substantiated child abuse or neglect in your background?
   Yes _____* (provide details on back)  No _____

6. Do you have any medical/physical condition that would interfere with your ability to get to your practicum site?
   Yes _____* (provide details on back)  No _____

7. Do you have any medical/physical condition(s) that could interfere with your ability to perform any practicum responsibilities or that may require accommodation?
   Yes _____* (provide details on back)  No _____

8. Will you have access to reliable transportation during your practicum?
   Yes____  No_______ *(provide details on back)

Furthermore, by my signature placed below, I certify that the information contained in this form is correct to the best of my knowledge, and understand that falsification or omissions in this application in any detail is grounds for disqualification.
from further consideration or for dismissal from the social work major at the time the omission or falsification is discovered. I agree to promptly inform the Practicum Coordinator of any charges in above information.

Signature ________________________________ Date ________________

9. Are there hours that you cannot work? (e.g., due to dependent care, faith-based activities, availability of transportation)
   Yes _____* (provide details below) No _____

10. Do you have sufficient financial resources to do a full time practicum without being employed during the practicum semester?
    Yes _____ No _____* (provide details below)

11. Do you plan to work part-time during the practicum semester?
    Yes _____* (provide details below) No _____

12. Will you need to make different housing arrangements for the practicum semester?
    Yes _____* (provide details below) No _____

13. Have you registered with the Career Center?
    Yes _____ No_____ If not, when do you plan to do so? ____________________________

14. Please indicate your first, second, and third preference for practicum town, city, or county for placement. After each preference briefly indicate the reason for your preference (e.g., financial, family). If it is a very STRONG preference, please put an asterisk beside that town.

   1.______________________________________________________________________________
   2.______________________________________________________________________________
   3.______________________________________________________________________________

15. Please indicate your first, second and third preferences for specific AGENCY placement. Place an asterisk beside any that are very STRONG preferences. IF you do not have a preference other than the population listed on your application, just state “no preference”.

   1.______________________________________________________________________________
   2.______________________________________________________________________________
   3.______________________________________________________________________________

Your Questions and Explanations:

Enter the number of any question from page 1 or above for which you have been asked to provide an explanation, then provide adequate detail to clarify the situation and your need. Use this section also to address any questions you may have. Attach additional sheet if necessary.

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________
APPENDIX C

PRE-PRACTICUM INTERVIEW CHECKLIST:

It is the individual student’s responsibility to determine the need for or information about each of the following, and to follow through in a timely manner. Failure to do so can jeopardize confirmation of a placement arrangement. *Take this with you to your interview and ask the person with whom you interview. Then retain this form after the interview for your reference and use, and follow up in a timely manner.*

I need to complete and/or provide proof of the following before a decision can be made about my practicum placement:

___ Criminal background check (type / where: ____________________________________________________________)

___ Is it sufficient for student to bring a copy of the Social Work Dept’s background checks? Yes ___ No ___  
   (Indiana Sheriffs’ Sex and Violent Offender Registry AND National Sex Offender Registry)

___ Drug screen (type / where: ____________________________________________________________)

___ TB test (type / where: _________________________________________________________________)

___ Immunization record (note particular immunizations which must be included:____________________)

___ Physical exam (extent: ______________________________________________________________________)

___ Valid Driver’s License

___ Site application for employment

___ Site application for practicum / intern student

___ Pre-practicum training or orientation at site (need to inform Practicum Coordinator)

___ Transcript(s)

___ Other: ____________________________________________________________________________________

Additional questions to ask:

**TRANSPORTING:** Ball State Social Work Department policies prohibit students transporting clients as part of practicum responsibilities (either with own vehicle or the site’s vehicle). Will this restriction limit or preclude doing practicum at this site? (A student still may be expected to drive as part of the role / tasks, just not transport clients.)

   Limit role / tasks expected to be done: Yes ___  No ___

   Preclude doing practicum here: Yes ___  No ___

**IF** you intend to work parttime during practicum OUTSIDE of your site:

   How will the hours I expect to work parttime coincide with hours I am expected to be at my practicum site? ____________________________________________________________
Please return this completed form to Shannon Staton immediately AFTER your pre-placement interview.

On __________________________ I completed a pre-placement interview / visit at

_________________________________, located in __________________. I

met with

Agency __________________________ Town __________________________

____________________________________ to discuss my practicum interests and tentative
learning

Name __________________________

goals for my placement. Reactions and questions I may have are written on the back (optional).

Based on results of my pre-placement interview:

_____ I agree to the practicum placement identified above.

____________________________________Student signature  /  date

_____ I do not feel this is a workable placement and / or wish to discuss my concerns or
alternative options further.
# APPENDIX E

## FIELD SUPERVISOR DATA SHEET

*Attach résumé if available*

**Department of Social Work**  
**Ball State University**

<table>
<thead>
<tr>
<th>Name of Field Supervisor</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Agency Name</th>
<th>Position</th>
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<table>
<thead>
<tr>
<th>Agency Address</th>
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<table>
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<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>Email</th>
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</table>

Years in Agency: ___________  Years In Present Position: ___________

**Prior Professional Experience:** (most recent first)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Job Title</th>
<th>Agency/Town</th>
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**Higher Education:**

<table>
<thead>
<tr>
<th>College /University</th>
<th>Degree Earned</th>
<th>Date</th>
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</table>
Previous Field Supervision Experience:

<table>
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<tr>
<th>Date(s)</th>
<th>College/University</th>
<th>Degree Program</th>
<th># Students</th>
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</table>

Certification/Degree: (check all that apply)

- ______ ACSW
- ______ LCSW
- ______ LSW
- ______ MSW
- ______ BSW
- ______ Other (Please specify) __________________________________________

As a field supervisor do you agree to the following?

- Yes___ No___ To provide at least one hour weekly individual supervision?
- Yes___ No___ To furnish the Department of Social Work with a written evaluation of each student at midterm and the end of the semester?

Signature of Field Supervisor ________________________________ Date ___________

Printed Name ________________________________________________

Please mail this form and resume back to Shannon Staton, Practicum Coordinator, Social Work Department, Ball State University, Muncie, IN 47306. Thank you.
APPENDIX F

AFFILIATION AGREEMENT FOR PRACTICUM PLACEMENT OF BALL STATE UNIVERSITY STUDENTS DEPARTMENT OF SOCIAL WORK

This Agreement is made between Ball State University, an Indiana state-assisted university, located in Muncie (“UNIVERSITY”), and Practicum Agency, Address, City, State, Zip Code (“PRACTICUM AGENCY”).

RECITALS

A. PRACTICUM AGENCY is capable of providing a site for teaching and practical experience; and,

B. PRACTICUM AGENCY has made it a professional responsibility to assist in the educational experience of university students and is interested in providing assistance in particular to UNIVERSITY with its curricula; and,

C. UNIVERSITY is currently conducting programs granting a baccalaureate degree in social work for which it desires a PRACTICUM AGENCY to further the training and experience of UNIVERSITY’s students.

AGREEMENT

In consideration of the mutual promises and conditions contained in this Agreement, UNIVERSITY and PRACTICUM AGENCY agree as follows:

1.0 Purpose of the Affiliation.

1.1 UNIVERSITY and PRACTICUM AGENCY agree to affiliate and cooperate for their mutual benefit, PRACTICUM AGENCY will provide a facility for UNIVERSITY students to obtain appropriate, high quality practicum training and experience (“Program”), and UNIVERSITY will provide students to support the mission and efforts of PRACTICUM AGENCY. The overall intention is to provide training and service with greater success than would be possible without affiliating.

1.2 In particular, UNIVERSITY seeks to achieve the following goals with this Agreement:

1.2.1 Provide its students with the necessary practicum experience to prepare them for careers in social work;

1.2.2 Provide its students with the opportunity for professional interaction with practitioners to learn the newest techniques in the field of social work; and

1.2.3 Enhance and maintain strong ties to local social service agencies.

1.3 PRACTICUM AGENCY seeks to achieve the following goals with the Agreement:

1.3.1 Provide an environment conducive to practicum and experiential training;

1.3.2 Improve its recruitment ability;

1.3.3 Improve its public image; and
1.3.4 Establish an affiliate practicum program consistent with the values and needs of PRACTICUM AGENCY.

2.0 Responsibilities for the Academic Curriculum.

2.1 It shall be UNIVERSITY’S responsibility to:

2.1.1 Establish and maintain for this practicum placement, curriculum standards and educational policies that meet UNIVERSITY standards and applicable accreditation requirements;

2.1.2 Administer, organize and operate the overall practicum placement educational program;

2.1.3 Provide PRACTICUM AGENCY with a copy of the Practicum Handbook that sets forth the rules governing student behavior.

2.2 It shall be PRACTICUM AGENCY’s responsibility to:

2.2.1 Orient PRACTICUM AGENCY staff to the curriculum and encourage an atmosphere conducive to learning;

2.2.2 Provide UNIVERSITY with written policies, procedures, standards of care and protocols of PRACTICUM AGENCY, which UNIVERSITY acknowledges shall govern UNIVERSITY students involved in the Practicum Program.

3.0 Practicum Program Delivery and Supervision.

3.1 It shall be PRACTICUM AGENCY’s responsibility to:

3.1.1 Employ administrative and direct service staff who are qualified either through experience and/or academically to uphold and demonstrate standards of the Practicum Program as established by UNIVERSITY;

3.1.2 Provide learning experience under the supervision of qualified personnel that meet the experience standards of the following recognized professional accrediting agencies, State agencies, and the stated objectives of UNIVERSITY’s educational program;

3.1.2.1 Ball State University is accredited by the Indiana State Board of Education and the North Central Association of Colleges and Schools.

3.1.2.2 The baccalaureate social work program is accredited by the Commission on Standards and Accreditation of the Council on Social Work Education.

3.1.3 Provide UNIVERSITY and participating students with current operational policies and procedures manuals relevant to the Practicum Program;

3.2.4 Provide staff to assist students with practicum assignments;
3.2.5 Provide opportunities for observations and practical experience conducive to the learning process of the students and to meeting the learning objectives of the Practicum Program and overall curriculum;

3.2.6 Provide time for PRACTICUM AGENCY professionals to attend practicum supervisory meetings and conferences called by UNIVERSITY as part of the educational program;

3.2.7 Permit, as possible, the students to attend PRACTICUM AGENCY regular operational and policy-making meetings;

3.2.8 Designate a supervisor to serve as the PRACTICUM AGENCY’s Practicum Program Supervisor. The Practicum Supervisor’s duties shall include, but are not limited to:

3.2.8.1 Acting as the liaison of PRACTICUM AGENCY with UNIVERSITY faculty involved in the Program;

3.2.8.2 Working with UNIVERSITY faculty involved in the Program to select mutually feasible practicum learning experiences for students assigned to PRACTICUM AGENCY;

3.2.8.3 Providing written evaluations of students approximately midway into the academic term and at the conclusion of the academic term; and

3.2.8.4 Completing the Social Work Practicum Teaching-Learning Contract & Evaluation, concerning student participation and performance in the Practicum Program.

4.0 Program Coordination.

4.1 UNIVERSITY and PRACTICUM AGENCY agree to work together to establish and maintain a quality Practicum Program. PRACTICUM AGENCY agrees to take an active role in suggesting or establishing education policy, curriculum, and course content.

4.2 UNIVERSITY shall provide a faculty member, who will serve as liaison with PRACTICUM AGENCY personnel.

4.3 UNIVERSITY and PRACTICUM AGENCY agree, upon request by the Department of Social Work, to provide representatives to form a coordinating committee to fashion, discuss, evaluate, and make recommendations to revise the Practicum Program experience at PRACTICUM AGENCY.

4.4 UNIVERSITY and PRACTICUM AGENCY agree to cooperate in planning the hours of practice and selecting the areas of practicum service so that all programs can benefit.

4.5 Neither party, nor any joint committee, shall have the power to obligate UNIVERSITY or PRACTICUM AGENCY resources or commit either to any particular action.

4.6 The parties agree that the philosophy, curriculum and educational policies of the Program are the responsibility of UNIVERSITY and at all times shall be under UNIVERSITY’s sole control and supervision.
5.0 **Term, Renewal, and Termination of the Agreement.**

5.1 Notwithstanding the dates of execution of this Agreement by the parties, this Agreement shall be effective Month, Day, Year.

5.2 This Agreement may be terminated upon providing at least ninety (90) calendar days’ written notice to the other party. No additional students may be assigned to PRACTICUM AGENCY after such notice of termination has been given. Notwithstanding any such notice of termination, any student already enrolled and participating in the practicum Program shall have the right to fully complete the course.

6.0 **Student Participation in PRACTICUM AGENCY Practicum Program.**

6.1 It shall be UNIVERSITY’S responsibility to:

6.1.1 Send to PRACTICUM AGENCY for practicum experience only those students who have met all UNIVERSITY requirements and qualifications and who agree to follow PRACTICUM AGENCY policies, procedures, rules and regulations;

6.1.2 Submit to PRACTICUM AGENCY, prior to the start of the Program, a copy of the Application form completed by each affiliating student which includes the name of the affiliating student and the student’s address and telephone number. The beginning and ending dates for each practicum education experience shall be mutually agreed upon by the parties.

6.1.3 Notify the PRACTICUM AGENCY of any cancellation of any student assignment to the PRACTICUM AGENCY as soon as possible prior to the start of the practicum education experience, preferably not less than fourteen (14) calendar days prior to said start date.

6.1.4 Notify student of their assignments with PRACTICUM AGENCY;

6.1.5 In advance of a student beginning an assignment at PRACTICUM AGENCY, acquaint the student with the following: (a) the ‘Responsibilities of the Student” set forth in paragraph 8.0 of this Agreement; (b) the right of PRACTICUM AGENCY to refuse the assignment of a particular student; and, (c) the right of PRACTICUM AGENCY to terminate a student’s assignment pursuant to paragraph 9.2 of this Agreement.

6.1.6 Provide to PRACTICUM AGENCY’s Director, or his/her designee, prior to the beginning of a student’s assignment to PRACTICUM AGENCY, written proof of comprehensive general liability insurance covering the student for acts of omission of the student while at PRACTICUM AGENCY.

6.1.7 Maintain comprehensive general liability insurance covering UNIVERSITY and its employees against property damage, bodily or personal injury or death, with liability limits of at least $1,000,000.00 each occurrence and $1,000,000.00 in the annual aggregate. Proof of such insurance shall be provided upon request by PRACTICUM AGENCY.

6.2 It shall be PRACTICUM AGENCY’s responsibility to:

6.2.1 Advise UNIVERSITY of the number of students who can be accommodated at PRACTICUM AGENCY;
6.2.2 Provide orientation sessions on the first day of a student’s assignment to the PRACTICUM AGENCY so the student can become acquainted with PRACTICUM AGENCY facilities, policies, procedures, rules, regulations, PRACTICUM AGENCY faculty and staff, and the needs of individuals and/or groups with whom the student will be working, including the PRACTICUM AGENCY confidentiality policy regarding client information and the professional conduct expected of the student;

6.2.3 Provide emergency treatment in the event of accident or illness to students while in PRACTICUM AGENCY for the practicum program, such care to be provided at the student’s expense.

6.3 UNIVERSITY and PRACTICUM AGENCY agree that:

6.3.1 Any Student who does not meet the health criteria established by PRACTICUM AGENCY cannot be assigned to PRACTICUM AGENCY. PRACTICUM AGENCY has the right, at any time, to request health status reports on students;

6.3.2 UNIVERSITY will not be responsible for the ultimate performance of students at PRACTICUM AGENCY.

6.4 Student participation in the Practicum Program shall be for one academic term.

7.0 Practicum Facilities.

7.1 PRACTICUM AGENCY agrees to provide:

7.1.1 Adequate facilities for the Practicum Program;

7.1.2 Use of PRACTICUM AGENCY library resources and space for reference materials for students;

7.1.3 Whenever necessary, available conference rooms, and office/work space for students involved in the Practicum Program;

7.1.4 Use of PRACTICUM AGENCY’s parking facilities, if available.

8.0 Responsibilities of Students.

8.1 Students assigned to PRACTICUM AGENCY pursuant to this Agreement shall:

8.1.1 Conform to the policies, procedures, rules and regulations of PRACTICUM AGENCY and shall follow all directions of PRACTICUM AGENCY personnel in regard to client/customer care;

8.1.2 Comply with all other policies, procedures, rules and regulations of PRACTICUM AGENCY applicable to them, including the PRACTICUM AGENCY dress code;

8.1.3 Respect the confidential and privileged nature of all information concerning clients/customers, agency staff, PRACTICUM AGENCY and its personnel;
8.1.4 Conduct themselves in an ethical and professional manner appropriate in a PRACTICUM AGENCY setting; and

8.1.5 Provide, upon request, evidence of health insurance coverage and other relevant information regarding the student’s health status to PRACTICUM AGENCY. The student must ensure that his or her health will enable him or her to perform all duties reasonably expected of him or her during the practicum education experience. Relevant student health records must be made available to the PRACTICUM AGENCY upon request.

9.0 Standards of Conduct; Discipline.

9.1 UNIVERSITY and PRACTICUM AGENCY agree that all students assigned to PRACTICUM AGENCY will adhere to all the rules, regulations, and standards applicable to UNIVERSITY and PRACTICUM AGENCY, including rules of ethical and professional conduct as set forth in UNIVERSITY’s Student Handbook and the written policies, procedures, standards of care and protocols of PRACTICUM AGENCY.

9.2 PRACTICUM AGENCY has the right to suspend or terminate and withdraw any student from the Practicum Program in circumstances where:

9.2.1 Student’s achievement, competency, progress, adjustment, or health does not warrant continuation at PRACTICUM AGENCY; or,

9.2.2 Student’s behavior fails to conform with the applicable policies, procedures, standards of care and protocols of PRACTICUM AGENCY.

Upon the suspension of any student, PRACTICUM AGENCY agrees to immediately notify UNIVERSITY of the circumstances of the suspension. While every effort will be made by PRACTICUM AGENCY to mutually agree with UNIVERSITY as to termination by PRACTICUM AGENCY of any student from the Program, UNIVERSITY retains the right to make the final decision when PRACTICUM AGENCY and UNIVERSITY cannot reach mutual agreement.

9.3 UNIVERSITY may suspend or terminate any student participating in this Program at any time for just cause. Upon the suspension or termination of any student, UNIVERSITY agrees to immediately notify the PRACTICUM AGENCY of the circumstances of the suspension or termination.

9.4 PRACTICUM AGENCY, in any event, reserve the right to exclude from its premises any student whose conduct or state of health is deemed detrimental to the proper administration of PRACTICUM AGENCY, provided PRACTICUM AGENCY consults with and advises UNIVERSITY’s liaison prior to such exclusion.

10.0 Authority for PRACTICUM AGENCY Operations.

Client/customer care is the responsibility of PRACTICUM AGENCY and at all times shall be under PRACTICUM AGENCY’s sole control and supervision. PRACTICUM AGENCY retains final responsibility for all aspects of PRACTICUM AGENCY operations.

11.0 Student Records.

The parties acknowledge that many students’ educational records are protected by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C.A. 1232 et seq., as amended, and the regulations promulgated thereto (“FERPA”). PRACTICUM AGENCY agrees that any written educational records in PRACTICUM AGENCY’s possession concerning a student assigned to PRACTICUM AGENCY pursuant to this Agreement shall be maintained and released by
PRACTICUM AGENCY in accordance with the UNIVERSITY’s policy on the privacy of student records and FERPA.

12.0 Notice of Claims.

The parties hereto mutually agree that if either party becomes aware of a claim involving the other, the party with knowledge of the claim shall inform the other party in writing within ten (10) calendar days of receiving knowledge of the claim. The written notice shall disclose the facts known to the disclosing party at the time such written notice is given.

In the event there is litigation against UNIVERSITY, a student, or a UNIVERSITY faculty member, PRACTICUM AGENCY agrees to provide UNIVERSITY access and authority to investigate claims directly on-site and to obtain such information from PRACTICUM AGENCY as it may require in the defense of claims related to student or faculty actions in the practicum setting.

13.0 Cost.

The parties hereto mutually agree that each of them shall perform their duties and obligations hereunder at no cost to the other party.

14.0 Non-Discrimination.

Ball State University is an equal opportunity/affirmative action institution in accordance with civil rights legislation and does not discriminate on the basis of race, religion, color, sex (except where sex is a bona fide occupational qualification), sexual orientation, physical or mental disability, national origin, ancestry, age, citizenship (for U.S. citizens and protected lawfully-admitted aliens), or any other basis in violation of applicable federal, state, or local laws.

15.0 Publication of Affiliation.

PRACTICUM AGENCY hereby grants to UNIVERSITY and UNIVERSITY hereby grants to PRACTICUM AGENCY the right to publish the existence of this affiliation in their respective publications.

16.0 Relationship of the Parties.

PRACTICUM AGENCY is performing the services and duties required under this Agreement as an independent contractor and not as an employee, agent, partner or joint venture with UNIVERSITY.

17.0 Intent of Parties.

It is the intent of the parties hereto that this Agreement be effective only in regard to their rights and obligations with respect to each other; it is expressly not the intent of the parties to create any rights in any third party or to make any third party a third-party beneficiary of this Agreement.

18.0 Severability.

Each paragraph of this Agreement is severable from all other paragraphs. In event any court of competent jurisdiction determines that any paragraph or subparagraph of this Agreement is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

19.0 Waiver.

The failure of either party to insist in any one or more instances upon the strict performance of any of the terms or provisions of this Agreement by the other party shall not be constructed as a
waiver or relinquishment for the future of any such term or provision, but the same shall continue in full force and effect.

20.0 **Governing Law.**

This Agreement shall be governed by construed, and interpreted in accordance with the laws of the State of Indiana, which shall be the forum for any lawsuits arising from and incident to this Agreement.

21.0 **Assignment.**

This Agreement shall be null and void and of no force or effect if assigned by either party without advanced written consent. This Agreement shall be binding upon the heirs, personal representatives, successors, and permitted assignees of both parties.

22.0 **Notice.**

Any notice to either party hereunder must be in writing signed by the party giving it, and shall be deemed given when mailed postage prepaid by U.S. Postal Service first class, certified or express mail, or other overnight mail service, or hand delivered, when addressed as follows:

To UNIVERSITY:
Ball State University
Department of Social Work
Chairperson
Muncie, Indiana  47306

To PRACTICUM AGENCY:
Practicum Agency
Address
City, State  Zip Code

or to such other addresses as may be hereafter designated by written notice. All such notices shall be effective only when received by the addressee.

23.0 **Counterpart Originals.**

This Agreement may be executed in one or more counterparts, each of which shall be deemed an original and shall constitute the same instrument.

24.0 **Paragraph Headings.**

The paragraph headings in this Agreement are used only for ease of reference, and do not limit, modify, construe, or interpret any provision of this Agreement.
25.0 **Entire Agreement; Modification.**

This Agreement contains all terms between the parties and may be amended only in writing signed by both parties.

IN WITNESS WHEREOF, the authorized representative(s) of PRACTICUM AGENCY and of UNIVERSITY execute this Agreement.

**UNIVERSITY:**

Ball State University

By___________________________________
(Signature) (Date)
Dr. Glenn Stone
Chairperson
Department of Social Work

By___________________________________
(Signature) (Date)
Dr. Michael A. Maggiotto
Dean
College of Sciences & Humanities

By___________________________________
(Signature) (Date)
Mr. Bernard Hannon
Associate Vice President For Business Affairs &
Assistant Treasurer

**PRACTICUM AGENCY:**

Practicum Agency

By___________________________________
(Signature) (Date)

____________________________________
(Printed Name)

____________________________________
(Title)

By___________________________________
(Signature) (Date)

____________________________________
(Printed Name)

____________________________________
(Title)
<table>
<thead>
<tr>
<th>Week of</th>
<th>Total hours</th>
<th>Cumulative hours</th>
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<th>Total hours</th>
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<td>Field Supervisor’s Signature / Date</td>
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</table>
APPENDIX H

SOCIAL MEDIA POLICY
Social Work Department

Introduction

With more and more social workers embracing social networking sites such as Facebook and Twitter, the question arises — where do you draw the line in terms of boundaries with your clients?
Setting and maintaining clear boundaries is always the hallmark of a professional relationship. Let such boundaries always guide your decision-making with any new online tool or technology. Make sure you know what (if any) policies exist at your practicum agency, as they may go beyond those laid out in this policy and you’re your provincial regulatory association demands of you in terms of professional liability.
The Department of Social Work recognizes the importance of the internet and is committed to supporting your right to interact knowledgeably and socially in the blogosphere and on the internet through interaction in social media. The Department of Social Work strives to provide its members with an environment of free inquiry and expression. Freedom of expression and academic freedom in electronic format have the same latitude as in printed or oral communication.
Members of the Department of Social Work community are responsible and accountable for their actions and statements. Consequently, these guidelines in this social media policy will help you make appropriate decisions about your school and practicum-related online exchanges. These guidelines will help you open up respectful, knowledgeable interactions with people on the internet. The guidelines also protect the privacy, confidentiality, and interests of the School of Social Work and your practicum, including colleagues, employees and clients.
Note that these policies and guidelines apply only to school and practicum-related sites and issues and are not meant to infringe upon your personal interaction or commentary online.

Guidelines for Interactions about the School of Social Work and Your Practicum on the Internet

If you are developing a Web site or writing a blog that will mention the Ball State Department of Social Work, your practicum and / or their employees or clients, identify that you are a student and that the views expressed on the blog or web site are yours alone and do not represent the views of the Department of Social Work and/or practicum agency.
Unless given permission in writing by either the Department of Social Work or your practicum supervisor, you are not authorized to speak on behalf of either the Department of Social Work or your practicum agency.
If you are developing a site or writing a blog that will mention the Department of Social Work, your practicum and / or their employees or clients, as a courtesy to the Department and/or agency, please let the Department of Social Work and/or your practicum supervisor know that you are writing them - and you should clearly state your goals and what your blog intends to say or reflect. Representatives of the Department of Social Work and/or your practicum supervisor may choose to visit from time to time to understand your point of view.
Confidential Information Component of the Social Media Policy

You may not share information that is confidential about the Department of Social Work, your practicum setting and/or clients and colleagues. If you have any question about whether information has been released publicly or doubts of any kind, speak with the Chair of the Department of Social Work or your practicum supervisor before releasing information that could potentially harm the Department of Social Work, your practicum and/or their employees or clients.

Respect and Privacy Rights

Speak respectfully about the Department of Social Work, your practicum and/or their employees or clients. Do not engage in name calling or behavior that will reflect negatively on the Department of Social Work or your practicum’s reputation. Note that the use of unfounded or derogatory statements or misrepresentation is not viewed favorably by the School of Social Work or your practicum agency and can result in disciplinary action up to and including school/practicum termination.

The Department of Social Work encourages you to write knowledgeably and accurately, using appropriate professionalism. Despite disclaimers, your Web interaction can result in members of the public forming opinions about the Department of Social Work, your practicum and/or their employees or clients.

Photographs

Taking and sharing photographs without consent is a breach of confidentiality. Agencies increasingly use photography for professional consultation, research and education purposes. Know your agency’s policy regarding photography including any limitations on its use.

Legal Liability

Recognize that you are legally liable for anything you write or present online. It must be noted that anything published on the web is NOT confidential. Students can be disciplined by the Department of Social Work for commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. You can also be sued by any individual or organization that views your commentary, content, or images as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment.

Rules:

- Do not “friend” your clients (current or past) and do not allow your clients (current or past) to “friend” you.
- Do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact your clients or respond to clients who may have contacted you. These sites are not secure.
• Become intimately familiar with the privacy controls on these networks and ensure that the general public cannot see personal details of your life you would prefer to share only with your immediate friends and family
• Only use your professional (work/practicum) email address to communicate with clients.
• All email communication with clients should be of a professional nature and not involve personal discussions and/or disclosures of any kind.
• Do not discuss details of your work with clients.
• If you choose to communicate with your clients by email, please be aware that all emails are retained in the logs of your and their Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider.

**Tips for Responding to Social Media Requests from Clients**

Here are examples of what you can say to clients who request or attempt to contact you through any form of social media:

• **Friending**
  
  “I do not accept friend requests from current or former clients. This holds true on Facebook, LinkedIn, and all other social networking sites. My reasons for this are that I believe that adding clients as friends on these websites can compromise confidentiality and blur the boundaries of our working relationship. If you have questions about this, please feel free to bring them up when we meet and I will be happy to talk more about it.”

• **Interacting**
  
  “Please do not use messaging on websites such as Twitter, Facebook, and LinkedIn to contact me. These sites are not secure and I may not read these messages in a timely fashion. If you need to contact me, please use the system outlined in our first meeting.”

• **Email**
  
  “I prefer to use email only to arrange or modify appointments. Please do not use email to send content related to our work together, as email is not completely secure or confidential. If you choose to communicate with me by email, please be aware that all emails are retained in the logs of your and my Internet service providers. While it is unlikely that someone will be looking at these logs, they are, in theory, available to be read by the system administrator(s) of the Internet service provider. You should also know that any email I receive from you and any responses that I send to you will be printed out by me and kept in your file.”
APPENDIX I

PRACTICUM SITE ORIENTATION / STUDENT CHECKLIST

Department of Social Work
Ball State University

Initial section should be completed and signed by Field Student no later than the first Faculty Liaison visit (Learning Contract visit).
(Check (x) as completed.)

___ Employee orientation handbook
___ Personnel manual
___ Policy manual
___ Procedures manual
___ Clients’ rights policies
___ Policy and procedures about confidentiality
___ Any special security precautions (e.g., personal valuables, interaction with clients, locking building)
___ Code words / procedures to use in case of emergency with hostile, threatening or ill client
___ Specific safety plan / building evacuation in case of emergency
___ Medical precautions
___ Student’s emergency contact information (to be kept available for agency use)

I have reviewed the above documents and procedures.

___________________________________        ______________________
Practicum Student                                  Date
Additional important orienting information: (Check as they are completed.)

___ Written orientation schedule
___ Schedule of required new staff / intern training
___ Introduction to all staff
___ Student has contact information of supervisor(s) and back-up staff
___ Organizational chart (including staff and board positions and names)
___ Description of practicum student’s position
___ How student is to identify self during practicum (verbally, in written reports, with clients, co-workers, in the community)
___ Map/diagram of building(s)
___ Parking facilities and rules
___ Locations of bathrooms and eating facilities
___ Lunch and break times
___ Community map (including agency’s catchment area and/or zip code areas)
___ Key community agencies
___ Key community individuals
___ Community resource manual
___ Agency library and procedures for use
___ Relevant and appropriate reading during practicum placement time
___ Additional suggested readings, videos
___ Use of the agency’s resources for academic work (e.g., client files, or agency info video or annual report)
___ Dress code or expectations

Student keeps this and next page.
Policy and procedures about student reimbursement for travel and other expenses

Agency holidays during practicum and agency closure due to weather problems

Requirements for signing in and out

Procedures for emergencies, coverage when away from site, informing site when ill, etc.

Staff has student’s home/cell telephone number and address on file in case of emergency

Requirements and instructions for using the telephone (including personal and long distance calls)

Policy about use or storage of personal items (e.g., cell phone, valuables)

Location of phone books

Description of what the agency does and does not do

Description of the role of a social worker in this agency

Overview of what a social worker may do in this setting in an average day

Description of agency team meeting or other forms of staff coordination

Use of supervision (including means of preparing for supervision, planning timing for weekly supervision, supervisory backup)

Procedures for client contacts, intakes, assessments

Record keeping system and locations

Procedures for compiling reports

Policies and procedures for client records / files

Required clerical procedures

Service recording / documentation requirements

Glossary of abbreviations, symbols, agency jargon, technical terms unique to setting
The student's performance in Field Instruction is evaluated on demonstrated achievement of 10 Social Work Competencies. Agency Field Instructors are asked to evaluate the student’s performance based on observation of the student’s work. The evaluation process involves:

- **Learning Plan.** The student and Agency Field Instructor jointly complete the *Individualized Learning Activities* sections on this form. These are the specific field activities the student will engage in to attain and demonstrate mastery of the 10 competencies within the agency’s context.

- **Midterm evaluations.** Agency Field Instructor and student complete all midterm ratings on this evaluation form, including summary comments on overall strengths and areas for growth in Section III. Share and discuss ratings during supervision. Then, during on-site conference with the Faculty Field Liaison, student and Agency Field Instructor discuss ratings, overall student performance, and learning plan for second half of placement.

- **Final evaluations.** Repeat midterm procedure using the original form. This allows us to compare midterm and final ratings. Agency Field Instructor may recommend a final grade.

We recognize that students will, depending on the nature of the agency in which they are placed, have more or less opportunity to demonstrate each specific Practice Behavior. However, please develop learning activities, evaluate, and comment on all competencies. Space has been provided for the Agency Field Instructor to describe, as specifically as possible, the student’s strengths as well as those areas in which additional further growth is desirable or required.

*Thank you for your thoughtful consideration of the student’s learning needs and progress.*

### I. Overview of Student’s Field Instruction Activities

Please describe the student’s client population and Field Instruction assignments in the spaces provided below. At final evaluation, please indicate any significant changes.

Please describe the client population served by the student:

Please describe the student’s responsibilities during Field Instruction (e.g., direct services, community outreach, program development, policy or research assignments, etc.):
II. Evaluation of Student Achievement of the Core Competencies

The Ball State University Social Work Program has 10 Core Competencies that represent the required outcomes of our entire baccalaureate program. Student achievement of each competency should be demonstrated behaviorally during Field Instruction. Therefore, on the pages that follow, the competencies are operationalized as specific Practice Behaviors. To support achievement of these, students will pursue Individualized Learning Activities. These activities align with the competencies and are designed at the beginning of the semester by the student, Agency Field Instructor, and Faculty Field Liaison.

Please use the 5-point scale provided here to evaluate student performance on each Practice Behavior and Individualized Learning Activity. Please provide written comments for each competency. Students are expected to show growth over the course of the semester. Therefore, students often receive lower ratings at midterm and higher ratings at the final.

<table>
<thead>
<tr>
<th>Competency 1: The student identifies as a professional social worker and conducts him/herself accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Behaviors</td>
</tr>
<tr>
<td>1.1 Advocates for client access to the services of social work</td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td>1.2 Practices personal reflection and self-correction to assure continual professional development</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td>1.3 Attends to professional roles and boundaries</td>
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<tr>
<td></td>
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<tr>
<td>1.4 Demonstrates professional demeanor in behavior, appearance, and communication</td>
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<td></td>
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</tbody>
</table>
### Competency 1: The student identifies as a professional social worker and conducts him/herself accordingly.

<table>
<thead>
<tr>
<th>1.5 Is starting the process of career-long learning</th>
<th>Mid/Student: N/A 1 2 3 4 5</th>
<th>Mid/Field Inst: N/A 1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>Final/Student: N/A 1 2 3 4 5</td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
</tr>
</tbody>
</table>

**Practice Behaviors**

<table>
<thead>
<tr>
<th>1.7 Uses supervision and consultation</th>
<th>Mid/Student: N/A 1 2 3 4 5</th>
<th>Mid/Field Inst: N/A 1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.8</td>
<td>Final/Student: N/A 1 2 3 4 5</td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
</tr>
</tbody>
</table>

**Individualized Learning Activities**

(to support this competency)

1. 

2. 

3. 

**Midterm Comments for Competency 1:**

**Final Comments for Competency 1:**

### Competency 2: The student applies social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Mid/Student: N/A 1 2 3 4 5</th>
<th>Mid/Field Inst: N/A 1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Recognizes and manages personal values in a way that allows professional values to guide practice</td>
<td>Final/Student: N/A 1 2 3 4 5</td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td>2.2 Makes ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles</td>
<td>Final/Student: N/A 1 2 3 4 5</td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
</tr>
</tbody>
</table>
## Competency 2: The student applies social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Mid: Student</th>
<th>Mid: Field Inst</th>
<th>Final: Student</th>
<th>Final: Field Inst</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 Tolerates ambiguity in resolving ethical conflicts</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
</tr>
<tr>
<td>2.4 Applies strategies of ethical reasoning to arrive at principled decisions</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
</tr>
</tbody>
</table>

### Individualized Learning Activities (to support this competency)

1.

2.

3.

### Midterm Comments for Competency 2:

### Final Comments for Competency 2:

## Competency 3: The student applies critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Mid: Student</th>
<th>Mid: Field Inst</th>
<th>Final: Student</th>
<th>Final: Field Inst</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Distinguishes, appraises, and integrates multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
</tr>
<tr>
<td>3.2 Analyzes models of assessment, prevention, intervention, and evaluation</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
</tr>
<tr>
<td>3.3 Demonstrates effective oral and written communication in working with individuals, families, groups, organization, communities, and colleagues</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
<td>N/A 1 2 3 4 5</td>
</tr>
</tbody>
</table>
### Competency 3: The student applies critical thinking to inform and communicate professional judgments.

**Individualized Learning Activities**
(to support this competency)

1. 

2. 

3. 

**Midterm Comments for Competency 3:**

**Final Comments for Competency 3:**

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### Competency 4: The student engages diversity and difference in practice.

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<thead>
<tr>
<th>Practice Behaviors</th>
<th>Mid:</th>
<th>Midterm Evaluation Final:</th>
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</thead>
<tbody>
<tr>
<td><strong>4.1</strong> Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>Mid/Student:  N/A 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
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<td></td>
<td>Final/Student: N/A 1 2 3 4 5</td>
<td></td>
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<tr>
<td></td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>4.2</strong> Shows sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Mid/Student:  N/A 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
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<td></td>
<td>Final/Student: N/A 1 2 3 4 5</td>
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<tr>
<td></td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>4.3</strong> Recognizes and communicates her/his understanding of the importance of difference in shaping life experiences</td>
<td>Mid/Student:  N/A 1 2 3 4 5</td>
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<td></td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
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<td></td>
<td>Final/Student: N/A 1 2 3 4 5</td>
<td></td>
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<tr>
<td></td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>4.4</strong> Views self as a learner and engages those with whom s/he work as informants</td>
<td>Mid/Student:  N/A 1 2 3 4 5</td>
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<tr>
<td></td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
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<td></td>
<td>Final/Student: N/A 1 2 3 4 5</td>
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<td></td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
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</tr>
</tbody>
</table>
### Competency 4: The student engages diversity and difference in practice.

**Individualized Learning Activities**  
(to support this competency)

1. 

2. 

3. 

**Midterm Comments for Competency 4:**

**Final Comments for Competency 4:**

### Competency 5: The student advances human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Mid: Final Evaluation</th>
<th>Midterm Evaluation</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Understands the forms and mechanisms of oppression and discrimination</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
<td>Final/Student: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td>5.2 Advocates for human rights and social and economic justice</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
<td>Final/Student: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td>5.3 Engages in practices that advance social and economic justice</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
<td>Final/Student: N/A 1 2 3 4 5</td>
</tr>
</tbody>
</table>
### Competency 5: The student advances human rights and social and economic justice.

#### Individualized Learning Activities
(to support this competency)

1. 

2. 

3. 

#### Midterm Comments for Competency 5:

#### Final Comments for Competency 5:

### Competency 6: The student engages in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Mid:</th>
<th>Midterm Evaluation</th>
<th>Final:</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mid/Student:</td>
<td>1 2 3 4 5</td>
<td>Final/Student:</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Mid/Field Inst:</td>
<td>1 2 3 4 5</td>
<td>Final/Field Inst:</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6.1 Uses practice experience to inform scientific inquiry</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Uses research evidence to inform practice</td>
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</tbody>
</table>

#### Individualized Learning Activities
(to support this competency)

1.
Competency 6: The student engages in research-informed practice and practice-informed research.

Individualized Learning Activities
(to support this competency)

Midterm Comments for Competency 6:

Final Comments for Competency 6:

Competency 7: The student applies knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Mid:</th>
<th>Midterm Evaluation</th>
<th>Final:</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mid/Student:</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Mid/Field Inst:</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7.1 Utilizes conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>Final/Student:</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Final/Field Inst:</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7.2 Critiques and applies knowledge to understand person and environment</td>
<td>Mid/Student:</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Mid/Field Inst:</td>
<td>N/A</td>
<td>1</td>
<td>2</td>
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<td></td>
<td>Final/Student:</td>
<td>N/A</td>
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<td></td>
<td>Final/Field Inst:</td>
<td>N/A</td>
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<td>2</td>
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</tbody>
</table>

Individualized Learning Activities
(to support this competency)

Midterm Comments for Competency 7:

Final Comments for Competency 7:
### Competency 8: The student engages in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Mid: Midterm Evaluation</th>
<th>Final: Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Analyzes, formulates, and advocates for policies that advance social well-being</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Final/Student: N/A 1 2 3 4 5</td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td>8.2 Collaborates with colleagues and clients for effective policy action</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Final/Student: N/A 1 2 3 4 5</td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
</tr>
</tbody>
</table>

**Individualized Learning Activities (to support this competency)**

1. 

2. 

**Midterm Comments for Competency 8:**

**Final Comments for Competency 8:**

### Competency 9: The student responds to contexts that shape practice.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Mid: Midterm Evaluation</th>
<th>Final: Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Final/Student: N/A 1 2 3 4 5</td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td>9.2 Provides leadership in promoting sustainable changes in service delivery and practices to improve the quality of social services</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Final/Student: N/A 1 2 3 4 5</td>
<td>Final/Field Inst: N/A 1 2 3 4 5</td>
</tr>
</tbody>
</table>
### Competency 9: The student responds to contexts that shape practice.

**Individualized Learning Activities**  
(to support this competency)

1. 

2. 

**Midterm Comments for Competency 9:**

**Final Comments for Competency 9:**

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### Competency 10: The student engages, assesses, intervenes, and evaluates in practice with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Mid: Engagement</th>
<th>Midterm Evaluation</th>
<th>Final: Engagement</th>
<th>Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong></td>
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<td></td>
</tr>
<tr>
<td>10.1 Substantively and affectively prepares for action with individuals, families, groups, organizations, and communities</td>
<td>Mid/Student: N/A</td>
<td>1 2 3 4 5</td>
<td>Mid/Student: N/A</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Mid/Field Inst: N/A</td>
<td>1 2 3 4 5</td>
<td>Final/Student: N/A</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Final/Field Inst: N/A</td>
<td>1 2 3 4 5</td>
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<td></td>
</tr>
<tr>
<td>10.2 Uses empathy and other interpersonal skills</td>
<td>Mid/Student: N/A</td>
<td>1 2 3 4 5</td>
<td>Mid/Student: N/A</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Mid/Field Inst: N/A</td>
<td>1 2 3 4 5</td>
<td>Final/Student: N/A</td>
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<td></td>
<td>Final/Field Inst: N/A</td>
<td>1 2 3 4 5</td>
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<tr>
<td>10.3 Develops a mutually agreed-on focus of work and desired outcomes</td>
<td>Mid/Student: N/A</td>
<td>1 2 3 4 5</td>
<td>Mid/Student: N/A</td>
<td>1 2 3 4 5</td>
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<tr>
<td></td>
<td>Mid/Field Inst: N/A</td>
<td>1 2 3 4 5</td>
<td>Final/Student: N/A</td>
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<td>Final/Field Inst: N/A</td>
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<tr>
<td><strong>Assessment</strong></td>
<td></td>
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</tr>
<tr>
<td>10.4 Collects, organizes, and interprets client data</td>
<td>Mid/Student: N/A</td>
<td>1 2 3 4 5</td>
<td>Mid/Student: N/A</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>Mid/Field Inst: N/A</td>
<td>1 2 3 4 5</td>
<td>Final/Student: N/A</td>
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<td></td>
<td>Final/Field Inst: N/A</td>
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</tbody>
</table>
### Competency 10: The student engages, assesses, intervenes, and evaluates in practice with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Mid: Midterm Evaluation</th>
<th>Final: Final Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10.5</strong> Assesses client strengths and limitations</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>10.6</strong> Develops mutually agreed-on intervention goals and objectives</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>10.7</strong> Selects appropriate intervention strategies</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td></td>
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<tr>
<td><strong>10.8</strong> Initiates actions to achieve organizational goals</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>10.9</strong> Implements prevention interventions that enhance client capacities</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>10.10</strong> Helps clients resolve problems</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>10.11</strong> Negotiates, mediates, and advocates for clients</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td><strong>10.12</strong> Facilitates transitions and endings</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
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<tr>
<td><strong>Evaluation</strong></td>
<td></td>
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<tr>
<td><strong>10.13</strong> Critically analyzes, monitors, and evaluates interventions</td>
<td>Mid/Student: N/A 1 2 3 4 5</td>
<td>Mid/Field Inst: N/A 1 2 3 4 5</td>
</tr>
<tr>
<td>Competency 10: The student engages, assesses, intervenes, and evaluates in practice with individuals, families, groups, organizations, and communities.</td>
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<tr>
<td>Individualized Learning Activities (to support this competency)</td>
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<tr>
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<td>5.</td>
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<tr>
<td>Midterm Comments for Competency 10:</td>
<td></td>
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<tr>
<td>Final Comments for Competency 10:</td>
<td></td>
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</tbody>
</table>
Please describe the student’s strengths and areas for growth as a professional generalist social worker.

### Student’s Strengths

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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<td>Student:</td>
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| Field Instructor: |       |

### Student’s Areas for Growth

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<th>Midterm</th>
<th>Final</th>
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<tbody>
<tr>
<td>Student:</td>
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</table>

| Field Instructor: |       |
## Signatures

<table>
<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
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<tbody>
<tr>
<td><strong>Student:</strong></td>
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<td><strong>Student:</strong></td>
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<tr>
<td><strong>Date:</strong></td>
<td></td>
<td><strong>Date:</strong></td>
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<tr>
<td><strong>Agency Field Instructor:</strong></td>
<td></td>
<td><strong>Agency Field Instructor:</strong></td>
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<td><strong>Date:</strong></td>
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<td><strong>Date:</strong></td>
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<tr>
<td><strong>Faculty Field Liaison:</strong></td>
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<td><strong>Faculty Field Liaison:</strong></td>
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<td><strong>Date:</strong></td>
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</table>
Addendum

Competency 1: The student identifies as a professional social worker and conducts him/herself accordingly.

- Discuss with colleagues how the social work perspective is distinct from other professions
- Attend a professional conference
- Join a professional association (e.g., NASW)
- "Shadow" agency social workers and agency staff in other components or programs offered by the practicum agency
- Participate in community education activities
- Identify key referral/allied agencies and schedule a visit to learn about them in order to develop effective working relationships
- Visit the practicum sites of fellow classmates
- Attend a community or regional meeting for service providers
- Familiarize self with the historical development of the field agency, noting significant developmental milestones, founders, program innovations
- Review the historical development of services for the agency’s population or the needs or issues that are the focus of the agency
- Discuss ethical dilemmas encountered by the field supervisor or other agency personnel
- Discuss with field supervisor and agency staff alternative views on assessing and intervening with clients
- Attend meetings, seminars, or conferences related to social justice issues
- Attend multidisciplinary team meetings
- Analyze "premature" termination situations in supervision
- Collaborate with other professionals working with agency clients
- Observe/participate in local human service planning initiatives or state legislative initiatives to improve social services or policies (e.g., United Way, Step Ahead, a human services coalition, NASW regional meeting, legislative committee hearings)
- Discuss learning needs and learning style in supervision
- Prepare agenda of topics for supervision
- Elicit feedback on quality of work
- Inventory interpersonal deficiencies and discomforts and design a self-improvement program
- Develop a mentoring relationship for professional growth
- Attend professional workshops, meetings, seminars
- Update resume and portfolio
- Complete agency orientation program (e.g., read policy manuals or annual report or grant proposals, interview staff or board members)
- Orient another student or visitor to agency and its programs
- Develop and follow self-care plan

Competency 2: The student applies social work ethical principles to guide professional practice.

- Review current NASW Code of Ethics and discuss with supervisor
- Select relevant practice principles from NASW Code of Ethics and discuss with supervisor
- Read the agency’s HIPAA, FERPA or other privacy/confidentiality guidelines
- Discuss ethical dilemmas encountered by the field supervisor or other agency personnel
- Research NASW’s Policy Statements regarding vulnerable populations and discuss these with field supervisor
Competency 3: The student applies critical thinking to inform and communicate professional judgments.

- Present a case at a staff meeting or staffing
- Interview key agency administrators, staff or board members regarding the agency
- Attend multidisciplinary team meetings
- Participate in client staffings where intervention plans are discussed
- Read needs assessment studies of local community to ascertain priority needs, service gaps and emerging service issues
- Identify major policies, economic trends and legislative initiatives that impact practicum agency’s clientele; analyze impact and discuss with appropriate agency personnel

Competency 4: The student engages diversity and difference in practice.

- Use culturally sensitive terminology when communicating with clients
- Maintain agency records incorporating culturally sensitive terminology
- Schedule contacts/socialize with persons in the community who are culturally diverse
- Discuss the unique characteristics of diverse agency clients with supervisor or agency staff
- Attend community events sponsored by an organization that represents a diverse population
- Research and prepare a report or staff presentation on a population new to the agency
- Ride the public transportation system to organizations frequently visited by field agency clientele
- Participate in poverty simulations or other trainings related to oppression of vulnerable populations
- Research NASW’s Policy Statements regarding vulnerable populations and discuss these with field
- Discuss with clients ways they have felt oppressed, overlooked or devalued
- Attend meetings, seminars, or conferences related to social justice issues

Competency 5: The student advances human rights and social and economic justice.

- Discuss the unique characteristics of diverse agency clients with supervisor or agency staff
- Attend community events sponsored by an organization that represents a diverse population
- Research and prepare a report or staff presentation on a population new to the agency
- Read NASW News and social work journals to identify current social justice and discrimination issues
- Identify relevant ADA issues for the field agency
- Familiarize self with a local or statewide grassroots organization that addresses discrimination and oppression related to the clients served by the agency
- Participate in poverty simulations or other trainings related to oppression of vulnerable populations
- Provide an in-service session for staff at the agency regarding an oppressed population
- Discuss with clients ways they have felt oppressed, overlooked or devalued
- Find resources available in the community with free or sliding fee scale services
- Schedule a visit to office of state or federal senator or representative to discuss current legislative proposals impacting the agency
- Write, call, or email state and federal legislators regarding current social legislative matters impacting the agency
- Engage in outreach activities with a grassroots advocacy group
- Attend a legislative educational day or activity (e.g., LEAD, rally, legislative committee hearing)
Competency 6: The student engages in research-informed practice and practice-informed research.

- Prepare and/or present a report for the agency board or staff
- Research and prepare a report or staff presentation on a population new to the agency
- Read and critique research related to agency practice and share with field supervisor or agency staff
- Share research findings for service delivery paper with supervisor and/or agency staff.
- Share research findings for biopsychosocial paper with supervisor and/or agency staff.
- Provide an in-service session for staff at the agency regarding an oppressed population
- Serve on committee that reviews client or agency outcomes.
- Review the agency’s program evaluation outcomes
- Research key social problems that impact agency’s clients
- Research current agency or governmental policy proposals to address problems facing clients (e.g., agency or governmental)
- Read needs assessment studies of local community to ascertain priority needs, service gaps and emerging service issues
- Review contemporary research studies about client population or agency service
- Collect data to be used for agency program evaluation
- Read the agency’s program evaluation report(s) and discuss with supervisor
- Carry out a single subject design study on a client

Competency 7: The student applies knowledge of human behavior and the social environment.

- Write assessment reports regarding observations of group processes
- Complete ecomaps to discuss during supervision
- Gather information from clients regarding support systems
- Attend multidisciplinary team meetings
- Complete ecomaps and/or genograms to discuss during supervision
- Participate in client staffings where assessment issues are discussed
- Observe and assess the dynamics of an agency client group
- Research key social problems that impact agency’s clients

Competency 8: The student engages in policy practice to advance social and economic well-being and to deliver effective social work services.

- Participate in an agency staff meeting, committee, or retreat
- Prepare and/or present a report for the agency board or staff
- Review the agency’s client rights policies
- Discuss with supervisor how political and economic factors impact the clients served by the agency
- Find resources available in the community with free or sliding fee scale services
- Advocate for client services either within the agency or through another agency within the social service delivery network
- Provide clients with information needed to advocate for themselves
- Schedule a visit to office of state or federal senator or representative to discuss current legislative proposals impacting the agency
- Write, call, or email state and federal legislators regarding current social legislative matters impacting the agency
- Engage in outreach activities with a grassroots advocacy group
- Attend a legislative educational day or activity (e.g., LEAD, rally, legislative committee hearing)
- Revise organization policy
- Participate in staff meeting where organization policies are reviewed or revised
Serve on task force or committee that reviews, creates, or revises policy (ies)
Identify major policies, economic trends and legislative initiatives and analyze how these impact the agency's clients
Research current agency or governmental policy proposals to address problems facing clients (e.g., agency or governmental)
Identify major policies, economic trends and legislative initiatives that impact practicum agency's clientele; analyze impact and discuss with appropriate agency personnel
Observe/participate in local human service planning initiatives or state legislative initiatives to improve social services or policies (e.g., United Way, Step Ahead, a human services coalition, NASW regional meeting, legislative committee hearings)

Competency 9: The student responds to contexts that shape practice.

Attend an agency governing or advisory board meeting/retreat
Prepare and/or present a report for the agency board or staff
Participate in agency marketing activities
Create or update community referral information
Tour community, identifying significant community resources, "natural" leaders, geographical boundaries, schools, businesses
Identify key referral/allied agencies and schedule a visit to learn about them in order to develop effective working relationships
Visit the practicum sites of fellow classmates
Familiarize self with the historical development of the field agency, noting significant developmental milestones, founders, program innovations
Read NASW News and social work journals to identify current social justice and discrimination issues
Identify relevant ADA issues for the field agency
Identify major policies, economic trends and legislative initiatives and analyze how these impact the agency's clients
Research key social problems that impact agency's clients
Identify major policies, economic trends and legislative initiatives that impact practicum agency's clientele; analyze impact and discuss with appropriate agency personnel
Observe/participate in local human service planning initiatives or state legislative initiatives to improve social services or policies (e.g., United Way, Step Ahead, a human services coalition, NASW regional meeting, legislative committee hearings)
Participate in an agency or community group developing a new program or a resource for clients
Review the agency's annual budget
Serve on an agency committee or task force

Competency 10: The student engages, assesses, intervenes, and evaluates in practice with individuals, families, groups, organizations, and communities.

Orient a new client to agency services
Observe and directly work with assessment of individual and/or family clients (intake interviews, case review meetings, etc.)
Provide case management services
Observe and co-lead or lead treatment groups in agency
Observe and co-lead or lead task group in the agency or community
Attend and participate in a community task force
Review examples of agency documentation completed by practicum agency social workers (e.g., technical reports, referrals, letters, charts)
• Write reports of observations and practice assignments (e.g., progress notes, social studies, group notes, letters, proposals)
• Complete agency forms
• Discuss with field supervisor and agency staff alternative views on assessing and intervening with clients
• Observe and directly work with assessment individual and/or family clients (e.g., intake interviews, case review meetings)
• Review the agency’s program evaluation outcomes
• Complete ecomaps to discuss during supervision
• Gather information from clients regarding support systems
• Participate in client staffings where assessment issues are discussed
• Observe and assess the dynamics of an agency client group
• Analyze "premature" termination situations in supervision
• Provide case management or direct client services
• Observe and participate in developing client intervention plans
• Participate in client staffings where intervention plans are discussed
• Terminate working relationships with colleagues and clients
• Observe, co-lead or lead treatment an client agency group
• Plan and implement group activities for an agency treatment group
• Observe, co-lead or lead task group in agency or community (e.g., "team" meetings, case review meetings, agency committees, community task force meetings, board meetings, regional meetings for service providers)
• Participate in an agency or community group developing a new program or a resource for clients
• Collect data to be used for agency program evaluation
• Read the agency’s program evaluation report(s) and discuss with supervisor
• Carry out a single subject design study on a client
• Review the agency’s annual budget
• Terminate working relationships with colleagues and clients
APPENDIX K

SOCWK 460: FIELD PRACTICUM
12 Semester Hours

Department of Social Work
Ball State University

Instructor: Faculty Liaison
(see Practicum Roster)
Office Location: NQ 243
Dept. Phone: (765) 285-1016

Summer, 2012
SOCWK460.staton.su12
Revised 4/12
Blackboard Course Website:
http://my.bsu.edu

I. DESCRIPTION OF COURSE
Social Work 460 Field Practicum is one of the two final courses taken by social work majors. The course consists of an intensive field experience in which students integrate content from previously required courses in the social work curriculum. The practicum experience takes place in an approved human services agency under the supervision of a qualified field supervisor in conjunction with an assigned faculty liaison. Micro, mezzo and macro practice experiences in the field agency are educationally structured and supervised through a learning contract, and include direct work with individuals, families, groups, organizations, and communities, as well as participation in agency staff activities. The focus of the learning integration process is on the competencies required of baccalaureate level social workers, and on professional development strategies expected of beginning practitioners.

The practicum course consists of a full time block placement and is taken concurrently with SOCWK462 Field Seminar. The field experience provides students with the opportunity to master beginning level generalist social work practice skills.

II. TEXTS AND REQUIRED READING
REQUIRED: Department of Social Work BSW Field Practicum Manual

Students also will read agency manuals/materials in order to develop a working knowledge of the field agency. Additionally, the field supervisor may give reading assignments specifically related to the agency and population served. Faculty liaisons may suggest relevant readings. Students are required to integrate professional literature in agency-related Social Work 462 Field Seminar papers.

The Manual, handouts and other relevant information related to practicum will be found on Blackboard or distributed in Seminar.

III. COURSE OBJECTIVES
As a result of successfully completing this course, the student will be able to:

K. Identify as a professional social worker and conduct oneself accordingly.
L. Apply social work ethical principles to guide professional practice.
M. Apply critical thinking to inform and communicate professional judgments.
N. Engage diversity and difference in practice.
O. Advance human rights and social and economic justice.
P. Engage in research-informed practice and practice-informed research.
Q. Apply knowledge of human behavior and the social environment (HBSE).
R. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
S. Respond to contexts that shape practice.
T. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

IV. **TEACHING METHOD / COURSE FORMAT**
In contrast to the classroom method, the practicum course uses a laboratory or experiential approach to learning. The practicum placement and field learning experiences are selected and organized on an individual basis for each student. Teaching is adapted to individual learning needs and the different opportunities available in each field agency. The Practicum Coordinator, after considering the student's interests and needs and the agency's capabilities, approves the agency site and the field supervisor.

The assigned Faculty Liaison works closely with the student and the Field Supervisor during practicum. Three scheduled visits by the Faculty Liaison to the field agency (see practicum calendar) are held with the student and Field Supervisor to structure and evaluate the practicum experience.

Learning / Advocacy logs submitted by the student are a means by which students reflect on their learning and faculty liaisons can provide feedback.

Materials related to the practicum course are posted on Blackboard. Students are also encouraged to communicate electronically with their Faculty Liaison between conferences.

V. **CLASS ASSIGNMENTS AND GRADING PROCEDURES**

A. **ATTENDANCE AND PARTICIPATION**
Central to the field practicum experience is the student's active, full time participation at the field placement site. Students cannot earn a grade for this course without completing the minimum required number of field hours.
B. FIELD CONFERENCES
There are three scheduled field based conferences completed during the practicum. (See the practicum calendar.) Although conference times may vary, students and instructors should anticipate needing to schedule one to two hours for each conference. Conferences are scheduled to help the student and Field Supervisor structure and evaluate the practicum experience to meet the goals and objectives of the course.

1. *Learning Contract Conference*: The Faculty Liaison, Field Supervisor, and student arrange to meet during the first or second week of the semester to review the Practicum Learning Contract and Evaluation Form. The conference is used to review the student's individualized learning goals and assignments for the semester. (See the Practicum Learning Contract and Evaluation Form for further details.)

2. *Midterm Evaluation Conference*: The Faculty Liaison, Field Supervisor, and student arrange to meet during midterm of the semester to evaluate the student's performance in the practicum agency. The Practicum Learning Contract and Evaluation Form is used by the student and the Field Supervisor to evaluate the student's competencies. The midterm conference includes a discussion regarding progress during the practicum; assessment of performance; re-evaluation and redesign of agency assignments; and suggestion of a midterm grade.

3. *Final Evaluation Conference*: During the final week of practicum, the Faculty Liaison, Field Supervisor, and student meet to review the Practicum Learning Contract and Evaluation Form again. The purposes of the final evaluation conference are to review the student's performance; to review the student's professional strengths and weaknesses; to discuss the student's future career plans as he/she exits the University; and to assign a final grade for practicum. The final evaluation conference is also one of the opportunities for the student to give the faculty and Field Supervisor his/her evaluation of the practicum agency assignments, instructional methods, placement process, and course requirements, and to provide recommendations for curriculum changes.

C. LEARNING / ADVOCACY LOGS
Throughout practicum, students will maintain a set of learning / advocacy logs. These will be submitted to the Faculty Liaison, receive points, and may be incorporated in evaluating whether a student meets basic performance standards.

D. PROFESSIONAL CONDUCT
Students are evaluated on their personal and professional behavior or conduct during practicum, and are expected to follow the NASW Code of Ethics, practicum site policies and procedures, and BSW competencies found in the Learning Contract and Evaluation Form.

Grading Policy
At the midterm and final evaluation conferences, the student and Field Supervisor will review the practicum evaluation with the Faculty Liaison (see Practicum Learning Contract and Evaluation Form). Based upon this review, the Field Supervisor is asked to recommend a grade which accurately assesses his or her opinion of the student's performance in relation to entry-level generalist social work practice. With the information gleaned from the practicum evaluation, agency assignments, conference discussions and recommendations, the Faculty Liaison will assign one of the following for the final SOCWK 460 grade.

A
Represents work of excellent or outstanding quality (work is consistently at the highest level of expectation for entry-level BSW generalist social worker)

A-  

B+
Represents work of good, above average quality (generally exceeds the entry-level of professional performance expectation)

B-  

C+
Represents work of average quality, but does not exceed entry-level professional performance expectations)

C-  

D+
Represents work which is below average, but above failure (the lowest passing grade; in some respects meets and in other respects falls short of entry-level professional performance standards)

D-  

F
Represents work that is not of an acceptable quality (fails to meet BSW entry-level performance standards)
APPENDIX L

SOCWK 462: FIELD SEMINAR

3 Semester Hours

Department of Social Work
Ball State University

Instructor: Faculty Liaison
(See Practicum Roster)
Office Location: NQ 243
Dept. Phone: (765) 285-1016

Summer, 2012
SOCWK462.staton.su.12
revised 4/12

Blackboard Course Website:
http://my.bsu.edu

I. DESCRIPTION OF COURSE
Taken concurrently with SOCWK 460 Field Practicum, the Field Seminar course assists students in integrating current field experiences with previous learning from courses required in the social work curriculum. Through assignments and small group discussions facilitated by the Faculty Liaisons, students expand their learning beyond the scope of their particular practicum setting. Seminar sessions focus upon refining analytical and critical thinking skills, applying social work values and ethics, and self reflection emphasizing professional development.

II. TEXTS AND REQUIRED READING

REQUIRED:
There is not one single source of required readings for students completing the field seminar. Students are encouraged to use current professional literature and information available through the internet, as well as readings and other resources suggested by the agency-based Field Supervisor and Faculty Liaison, as related more individually to the practicum agency, clientele served and professional development and practice issues. At least one written assignment requires integration of professional literature.

Handouts and other relevant information related to practicum will be found on Blackboard or distributed in seminar. Students are expected to check Blackboard and their own email at least twice each week for possible new materials and information.

III. COURSE OBJECTIVES
As a result of successfully completing this course, the student will be able to:

A. Identify as a professional social worker and conduct oneself accordingly.

B. Apply social work ethical principles to guide professional practice.

C. Apply critical thinking to inform and communicate professional judgments.
D. Engage diversity and difference in practice.
E. Advance human rights and social and economic justice.
F. Engage in research-informed practice and practice-informed research.
G. Apply knowledge of human behavior and the social environment (HBSE).
H. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
I. Respond to contexts that shape practice.
J. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

IV. TEACHING METHOD / SEMINAR FORMAT
   To facilitate integration of prior curriculum content with practicum learning, a combination of large group instruction / discussion will be balanced with small group presentations / discussions. Small groups simulate staffings held in many sites or inter-agency networking done in many communities. Except for the first seminar, students will complete papers for seminars that facilitate analysis of the service delivery system, enhance client assessment and intervention knowledge and skills, and provide a guided context for reflecting about professional development. Small groups will be the primary context for sharing knowledge from assigned papers. An ongoing log will also be maintained and submitted regularly to the faculty liaison, to facilitate communication about learning, supervision, and professional development.

V. CLASS ASSIGNMENTS AND GRADING PROCEDURES
   Details for Class Assignments Can Be Found in Section VIII of this Syllabus

A. Attendance, Participation, and Punctuality – 100 points (20 points per seminar)
   Active involvement is key to learning and applying information covered in SW 462. Therefore, punctuality and attendance at both morning and afternoon seminars are required. Tardiness to either session can impact attendance points. The quality of a student’s course presentation and participation as identified on each of the written assignment evaluation forms also will affect the final grade in this course. Each unexcused absence will result in the loss of attendance points for that seminar, as well as loss of points for the presentation/ participation portion of that seminar’s paper. In event of an excused absence for very extenuating circumstances, no attendance points will be deducted; however, points will be deducted for the presentation/ participation portion of that seminar’s paper. For the latter loss of points (excused absence), the student’s Faculty Liaison may offer the option of making up the points through an alternative arrangement. It is the student’s responsibility to contact his / her Faculty Liaison in advance, or to offer a convincing explanation within a reasonable time.
B. **Professional Learning / Advocacy Reflections** – 100 points
Commencing from the first week at the field site, each student will compose a written professional reflection. Reflections are submitted to the Faculty Liaison during the semester.

C. **Client Confidentiality Paper / Presentation** – 40 points
Students write a paper on their agency’s information transmission and client confidentiality procedures and policies, analyzing them in relation to HIPAA (or similar relevant) guidelines and the NASW Code of Ethics, and assessing ethical dilemmas or obstacles.

**Due: Seminar Two**

D. **Service Delivery System Analysis and Improvement Paper / Presentation** - 120 points
Students describe the agency’s mission, history, catchment area, eligibility requirements, governance, programs and social service network; assess strengths and limitations of the agency and its allied social service delivery system; and suggest system improvements and strategies.

**Due: Seminar Three**

E. **Assessment, Intervention, Evaluation Paper / Presentation** – 120 pts
Students select an individual, family, or small group from their field agency and write an assessment and intervention plan for the selected client system.

**Due: Seminar Four**

**Grading Policy**
The final course grade will be based upon the total points and calculated percentage earned by a student based upon the grading criteria established by the practicum faculty for each assignment. The following categories will be used to assign a final course grade.

<table>
<thead>
<tr>
<th>Assignments / Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Confidentiality Paper</td>
<td>40</td>
</tr>
<tr>
<td>Service Delivery System Analysis</td>
<td>120</td>
</tr>
<tr>
<td>Assessment / Intervention Paper</td>
<td>120</td>
</tr>
<tr>
<td>Prof. Learning / Advocacy Reflections</td>
<td>100</td>
</tr>
<tr>
<td>Attendance &amp; Punctuality</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>480</strong></td>
</tr>
</tbody>
</table>

**Department Grading Scale**
- 100-95% = A
- 94-91% = A-
- 90-87% = B+
- 86-84% = B
- 83-81% = B-
80-77% = C+
76-74% = C
73-70% = C-
69-67% = D+
66-64% = D
63-60% = D-
59 & below = F

VI. TENTATIVE SEMINAR SCHEDULE

SEMINAR ONE

Whole Group
  Introductions and Orientation to Practicum
  Overview of Semester’s 462 Assignments
  Overview of Learning Style Assessment and Implications
  Liabilities and Risk Management Practices

Small Group (following brief overview of some in Whole Group)
  Initial drafting of Teaching-Learning Contracts
  Preparation for Teaching-Learning Contract Conferences
  Agency - Community Orientation Strategies
  Functions and Sources of Agency Based Supervision/Professional Development
  Maintaining Time Record at Site
  Submitting Professional Reflections
  How Practicum Students Are Evaluated

Assignments (complete during seminar)
  Learning Style Assessment
  Draft of Teaching-Learning Contracts

SEMINAR TWO

Whole Group
  Brief Sharing of Practicum Orientation Progress
  Career Networking / Planning / Resume and Portfolio Development
  Overview of Stress Management
  Self Advocacy Overview and Use of Supervision
  Brief Review of Upcoming Assignment

Small Group (following brief overview of some in Whole Group)
  Report on Practicum Orientation Progress and Experiences
  Self-Care Plan
  Preparing for Midterm Evaluation
  Sharing Client Confidentiality Paper

Assignments (complete prior to seminar)
  Client Confidentiality Paper
SEMINAR THREE

Whole Group
Career Services presentation and Q/A
Brief Review of Upcoming Assignment

Small Group
Sharing Service Delivery System Analysis and Improvement Paper

Assignments (complete prior to seminar)
Service Delivery System Analysis and Improvement Paper

SEMINAR FOUR

Whole Group
Overview of Licensure
Termination/Closure preparation
Preparing for Final Evaluation
Brief Review of Upcoming Assignment

Small Group
Presentation / Discussion of Assessment / Intervention Paper

Assignments (complete prior to seminar)
Assessment/Intervention Paper

SEMINAR FIVE

Whole Group
Practicum Evaluations

Small Group
Discussion of Practicum Learning
Discussion of Professional Reflections & Professional Development Goals
Discussion of BSW Program Critique

Whole Group (with guests)
Reception and Acknowledgements

Assignments (complete prior to seminar)
BSW Program Critique (submitted anonymously)
Practicum Influences & Professional Development Reflections Paper

Prior to each Seminar

IMPORTANT: It is the students’ responsibility to read the information and outline for upcoming seminars (e.g., prior to Seminar 2, read information and outline for Seminar
3). If you have questions about an upcoming Seminar, contact your Faculty Liaison promptly. You are also encouraged to make use of the “buddy system” (discussing questions or concerns with fellow classmates). But please keep in mind that **you are ultimately responsible to obtain accurate, timely information**, whatever your source. When you come to a Seminar, we will briefly review assignments for future Seminars. It is very reasonable to ask clarifying questions if the information is not in the syllabus. Many times, questions you have will apply to several students’ situations; those are appropriate in Seminar. However, out of respect to you and your fellow classmates, it is **not** reasonable to ask information that is already clearly available in the syllabus. Also, if the question is truly unique to you and your site, please address that with your Faculty Liaison (or Practicum Coordinator, if Liaison is not available).

Part of the purpose of Seminars is to network, but much of this can also be done by posting notices on Blackboard. Please make regular use of Blackboard to post notice of events, job openings, etc. Job opening information should also be emailed to Alison (agillesp@bsu.edu) so she can pass word along to Career Services. You may bring copies to set out at Seminar if you feel this is useful to peers.
APPENDIX M

STUDENT EVALUATION OF SOCWK 460 AND SOCWK 462

Social Work Department
Ball State University

Faculty Liaison’s name _________________________

I. This evaluation has been developed to:

(1) evaluate the educational design of the practicum
(2) assess the instructional methods in the practicum
(3) create a database for ongoing evaluation of the practicum program

Client population(s):
Please circle the primary populations that your agency/service serves.

1. Alcoholism/Drug and Substance Abuse
2. Child Welfare (adoptive, foster care/child care institutions/child guidance, family preservation, etc.)
3. Clinics
4. Corrections/Criminal Justice
5. Day Care
6. Developmental Disability (i.e. autism, cerebral palsy, mental retardation, epilepsy)
7. Family Oriented Service
8. Family Planning
9. Housing
10. Information/Referral/Outreach Services
11. Medical/Healthcare (public health, home-based health, hospitals, clinics, nutrition, etc.)
12. Mental Illness (i.e. depression, schizophrenia, emotional disorders, etc.)
13. Multi-Service Agency
14. Occupational/Employment
15. Physical Disabilities
16. Public Welfare/Public Assistance
17. School Social Work
18. Services to Aged
19. Other (Please specify): ____________________________

Using the following scale, respond to items 1-32 by entering a number for your response on the line. If the question does not apply, leave blank.

1 = definitely false
2 = more false than true
3 = in between
4 = more true than false
5 = definitely true
The Practicum Placement/Selection Process

___ 1. The Social Work Department provided adequate information to plan my practicum.
___ 2. The Social Work Department provided adequate information on the range of agency settings available for practicum.
___ 3. My career and personal learning goals were considered during the planning stages of selecting a practicum.
___ 4. The pre-placement interview/visit to the practicum agency was helpful.
___ 5. Completing additional volunteer or paid experience at human service employment organizations would have been helpful preparation for the practicum.

1 = definitely false
2 = more false than true
3 = in between
4 = more true than false
5 = definitely true

The Field Agency

___ 6. My assignments in the agency were relevant to my learning goals.
___ 7. I felt the agency was accepting and responsive to me as a practicum student.
___ 8. Agency staff were available for consultation and collaboration.
___ 9. I felt invited to participate in agency staff meetings.
___10. I felt adequate space and clerical support was provided to me by the agency.
___11. I found the general atmosphere of the practicum agency to be conducive for me as a learner.

The Agency Field Supervisor

___12. My Field Supervisor provided adequate information about agency services, policies, and procedures during the initial weeks of my practicum.
___13. My Field Supervisor clearly defined my role and responsibilities during the initial weeks of my practicum.
___14. The Field Supervisor helped me set adequate goals for my learning contract.
___15. I had confidence in my Field Supervisor's knowledge and skills.
___16. My Field Supervisor's appraisal of my strengths and weaknesses was accurate.
___17. I felt supported by my field supervisor.
___18. My Field Supervisor was accessible to me during the practicum.
___19. My Field Supervisor's teaching/supervision ability (ability to communicate ideas, clarify practice concepts, etc.) was good.

The Faculty Instructor

___20. My Faculty Liaison was readily accessible to me during my practicum.
___21. My Faculty Liaison helped me clarify my learning goals and assignments during the learning contract conference.
___22. My Faculty Liaison was helpful during my mid-term evaluation conference.
___23. My Faculty Liaison and field supervisor worked well together.
___24. My Faculty Liaison understood the purpose of my agency and the services provided.
___25. My Faculty Liaison’s evaluation of my performance on papers was reasonable.
___26. My Faculty Liaison facilitated seminar discussion skillfully.
**Practicum Structure**

___27. The practicum seminars were helpful to me as a learner.
___28. My final grade in practicum will accurately reflect my performance.
___29. The learning contract was useful in helping me define and guide my practicum assignments.

**Self Rating**

___30. I had a strong desire to do a practicum.
___31. My choice of social work as my career was reinforced as a result of the practicum.
___32. The practicum was worthwhile.

The most helpful practicum and practicum seminar experiences were:

I recommend the following changes in the practicum and practicum seminars in order to help future students.

Thank you!
Appendix N

Ball State University
Department of Social Work

The following policy statement relates to social work student professional behavior. It is established to meet CSWE requirements accreditation standards and the Ball State University senate bylaws:

Beginning Spring semester, 2012, social work students at BSU will be expected to adhere to the following policy, NASW Code of Ethics and Cultural Competence standards both in the classroom and in the field practicum and related experiential learning.

In professional programs such as social work, professional and scholastic performance comprises academic standards. This policy is intended to provide guidelines that will enhance the Department’s ability to identify behaviors that suggest that a student may require assistance in order to meet current standards of professional social work practice or address behavior inappropriate for social work practice.

This policy is an attempt to balance the commitment of the Department of Social Work (the Department) at Ball State University to support and assist students in preparation for social work roles in which they will have responsibility for, and can directly impact, vulnerable or disadvantaged individuals, families, organizations, and communities.

UNIVERSITY STANDARDS

University discipline is limited to student misconduct which adversely affects the University community’s pursuit of its educational objectives. Students are expected to conduct themselves in a manner compatible with the objectives and purposes of the University.

Any student whose conduct is improper in that it exhibits a lack of integrity touching upon educational objectives and requirements of the University must be disciplined appropriately in the interest of safeguarding and upholding the standards. University policy regarding “dangerous” students will be followed.

Examples of misconduct for which students are subjected to university discipline are defined as follows:

a. Dishonesty, such as cheating, plagiarism, impersonation at an examination or knowingly furnishing false information to the University (STUDENT CODE 7.1);

b. Forgery, alteration, or use of University documents, records or instruments of identification with intent to defraud (STUDENT CODE 5.2.7);

c. Intentional obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities, including public service functions, and other authorized activities on University premises (STUDENT CODE 5.2.9);

d. Malicious abuse of any person on University premises or at University-sponsored or University-supervised functions or malicious conduct which threatens, endangers, or harasses any such person (STUDENT CODE 5.1);
e. Theft from or deliberate damage to University premises or theft of or deliberate damage to property of a member of the University community on University premises (STUDENT CODE 5.4.2);

f. Failure to comply with directions of members of the University administration or of the teaching staff acting in the proper performance of their particular duties (STUDENT CODE 5.2.5);

g. Violation of published University regulations, including regulations relating to entry and use of University facilities (STUDENT CODE 5.4.1);

h. Violation of published rules governing the University residence halls (STUDENT CODE 5.2.10);

i. Deliberate alternation or misappropriate use of computer records, data, software, etc of the University or member of the University community (STUDENT CODE 5.2.3 & APPENDIX E).

The Department of Social Work within the College of Sciences and Humanities adheres to University policy and University Policies will take precedence over Departmental Policies. Departmental student policies are created in order to permit the Department of Social Work to manage student behaviors relevant to enrollment in the Social Work Program, not enrollment in the University. Thus, the Department supports its own policies and procedures in regard to student conduct. University standards will be followed regarding student records.

CONFIDENTIALITY AND SHARING INFORMATION
The Department recognizes that the safety, confidentiality and self-determination of students or others who have been subjected to unprofessional conduct under this policy must be a priority. In developing a response to a problem, the Department must balance confidentiality against its duty to protect existing and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional manner under this policy.

Information disclosed during student meetings with Instructors, Field Coordinator, Academic Advisors, and/or the Chair of the Department or his designate will not be kept confidential if the information raises concerns about a student’s capability of assuming the professional responsibilities of social work practice. Instructors, faculty, field instructors, administrative coordinator, the field coordinator, and/or the Chair will share pertinent information with each other in a respectful and professional manner for the purpose of identifying student issues and enhancing problem solving about the concerns. The Department reserves the right to share information with the Dean of the College or third parties as required by law.

BEHAVIOR THAT MAY RESULT IN A REVIEW
Given the nature and scope of professional social work practice, it is imperative that students be knowledgeable of the various standards that regulate their behaviors. Students are introduced to these standards through their social work courses and, in particular, when they are admitted to the major. At that time, they are provided with a copy of the “Student Code of Conduct” that they must sign. Below is an illustrative but not exhaustive list of problems that might result in an Academic Performance Review, based on the program’s Academic Performance Standards.
Students are seen as violating the BSW Program’s Academic Performance Standards and might be subject to performance review when they:

- fail to demonstrate professional integrity in meeting the objectives of the social work program and in fulfilling all program requirements.
- breach the standards for academic conduct, including but not limited to plagiarism, the giving or falsifying of any academic documents or materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work. Ball State’s policy on academic and classroom misconduct is defined in the student handbook, found online at: http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode.aspx
- are excessively absent from class, as defined in the instructor’s syllabus.
- are consistently irresponsible in meeting classroom and program requirements; for example, they are involved in a high frequency of the following: tardiness and absences, absences on exam days, assignments are turned in late, required field experiences or group meetings to prepare for group projects are missed.
- do not meet the grade-point requirements that have been established at different points in the program.
- Students must have a 2.25 overall GPA and 2.50 GPA in three required social work courses (SOWK 1010, 1020, 1030) in order to gain formal admittance into the program as a social work major. In order to enter the capstone field practicum during the senior year, BSW students must meet the same GPA requirements as for admission to the program and, additionally, must successfully complete all required social work (SOWK) courses with a C or better. BSW students may repeat only two required social work courses in which they received a grade of C- or below, and students who earn a grade of C- and below in the senior field course may NOT repeat the course.
- continue to reject social work values as they proceed through the program or who do not comply with the NASW Code of Ethics.
- fail to engage in ethical behavior in the community commensurate with the professional role.
- are found to be in serious violation of Ball State Student Disciplinary Rules, as determined by the Ball State Judicial System.
- are convicted of a violent crime or other felony.
- are under the influence of alcohol or drugs in the classroom or field settings, which causes them to function in an impaired manner, exhibit inappropriate behavior, or demonstrate negligence or unprofessional conduct, as defined in the NASW Code of Ethics.
- violate Ball State’s Drug-Free Schools and Communities Act, as advanced online at http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/DFCampus/schoolsact.aspx, which outlines Disciplinary Offenses related to the use, possession, distribution, sale, and manufacture of alcoholic beverages and/or drugs….on property owned or controlled by BSU, at any BSU-sponsored event, or as part of any activity of BSU.
- are unable to pass a drug screen, as required by the program or the field practicum.
- behave in ways that are inappropriate to the field of social work, as defined in the NASW Code of Ethics or Ball State and the BSW Program policies.
• are unable to demonstrate willingness to grow toward professionalism by responsibly and satisfactorily reconciling differences between personal and professional values/ethics in order to practice in an ethical and a professional manner, as required by the NASW Code of Ethics.
• interact inappropriately or ineffectively with faculty, staff, peers, field instructors, or in other collegial relationships

THE REVIEW PROCESS
The intervention efforts with students demonstrating behaviors that are contraindicated in the program are based upon a “stage” system. These interventions range from one-on-one meetings with an instructor, to the calling of a meeting of the “Student of Concern Committee.” The level of review depends upon the seriousness of the allegation of a breach under this Policy. The following procedure will act as a guideline should a breach of any of the relevant policies, bylaws, Code of Ethics, Cultural Competence standards, or standards of practice occur. Depending on the nature of the infraction, the Department reserves the right to proceed with a review at any stage that is deemed to be appropriate. This policy is applicable to admitted majors. The key aspects of this process are as follows:

Student of Concern Committee
The Student of Concern Committee will be a committee of the whole with a quorum of one over half of that group needed in order for the committee to convene as a group to address the matter at hand. A faculty member is elected to serve as the Chair of the committee. The Department Chair serves in an ex officio capacity.

Responsibility of the Committee
The Student of Concern will be concerned with problematic performance situations that have either not been resolved at Stage One or Two, or are deemed so serious that immediate attention is required by the Student of Concern Committee. Each student has the responsibility for discussing academic/behavioral performance difficulties with his/her instructors, faculty field liaison, and advisor, as appropriate to the situation. The committee chair shall see that all necessary information is compiled and available for committee use in deliberations.

Roles of Committee Chair and Referral Person(s)
The committee chair is responsible for convening the committee, informing the student in writing that a concern has come forward, gathering information, recording the review process, and communicating information to the student regarding committee action and decisions. The referral person(s) is viewed as the person(s) most knowledgeable about the situation under review and is therefore responsible for presenting pertinent information on the nature of and facts about the problem under review.

Documentation
At any stage of the review process there should be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempts have been made to ameliorate the concerns, where appropriate. Documentation should be kept in the files of faculty who is consulted if there is a concern. Recordkeeping will follow University standards.

Students should be notified of the meeting in writing within five calendar days of the review. They will also be notified within ten days of the decision rendered.

Stage One Review

90
**Classroom instructor and student.** When a classroom instructor has concerns about a student’s professional behavior that instructor should:

1. discuss those concerns directly with the student and seek to work with the student to resolve the concern;
2. document dates and content of all meetings with the student; and, if warranted,
3. notify the Department Chair that the review process is being undertaken.

**Site supervisor and student.** When a site supervisor has concerns about a student’s professional behavior, he/she should contact the Faculty Liaison and follow the procedures # 1 & 2 above, document the dates and behavior and discuss the concerns with the Practicum Coordinator following the procedure outlined in the *BSW Field Manual.*

In many instances, meetings between the parties resolve the concerns and do not lead to further reviews. The faculty member of the Department involved in the situation shall record, in writing, the discussions at the meetings and the resolution of the matter at this time. If the concerns are not resolved at this stage, the parties may proceed to the next Stage.

**Stage Two Review**

When a stage two review is deemed necessary, either the chair of the Student of Concern Committee (in the case of concerns arising from the classroom) or the practicum coordinator (in case of concerns arising from the practicum) in agreement with other faculty involved will determine the nature of the concerns and gather sufficient information to convene a meeting. The following outlines the protocol if a meeting is warranted:

**Classroom Instructor and Student.**

1. The Department has a Student of Concern Committee for hearing faculty concerns about students. This committee’s Chair is elected by the members and is made up of the faculty of-the-whole;
2. The instructor will notify the Academic Advisor, the Chair of the Student of Concern Committee, and the Department Chair that the next stage of the review is being undertaken. The student will be invited, in writing within five days (as stated above), to attend a meeting;
3. The Instructor, the Chair of the Student of Concern Committee, and the Academic Advisor will meet with the student to discuss the concerns. The student may elect to bring an advocate to the meeting. If so, he/she must notify the Chair of the Student of Concern Committee, in advance, of the identity and relationship of that person (to the student);
4. It is the student’s right to bring relevant information in his/her defense to the Committee’s attention for their consideration;
5. A determination will be made. In appropriate cases at this stage of review, the parties are not precluded from arriving at a written plan to address the concerns, which may include the student being required to modify his/her behavior. With that in mind, the determination can take the following form:
   a. A written plan establishing the conditions and requirements that the student must meet to continue in the program;
b. A recommendation for a more thorough review by the Student of Concerns committee;

c. A recommendation to retake a course;

d. A recommendation for course withdrawal.

(6) The Chair of the Department is notified of the hearing.

**Site Supervisor and Student.** When a Stage Two Review is deemed necessary:

(1) The Practicum Coordinator will inform the faculty field liaison and the Chair of the Student of Concern committee that the next stage of review is being undertaken relating to the practicum concerns. The student will be invited;

(2) The student’s advisor will meet with the student, the field instructor, the faculty field liaison, and the practicum coordinator to discuss the concerns. The student may elect to bring an advocate to the meeting. If the student plans to attend the meeting with an advocate, he/she must notify the Chair, in advance, of the identity and relationship of that person (to the student).

(3) A determination will be made. In appropriate cases at this stage of review, the parties are not precluded from arriving at a written plan to address the concerns, which may include the student being required to modify his/her behavior. The determination can take the following form:

   a. A written plan establishing the conditions and requirements that the student must meet to continue in the program;

   b. A recommendation for a more thorough review by the student of concerns committee;

   c. A recommendation for site reassignment;

   d. A recommendation for a withdrawal from practicum.

(4) The Chair of the Department is notified of the hearing.

This process is designed to assist students in dealing with identified concerns that have an impact on their performance in the social work program. Disposition may also include a referral to the Dean of students or the Counseling Center for assessment and possible recommendation for further services. Follow up and monitoring of the written plan will be done by the student’s Academic Advisor. The faculty advisor generates a written record, maintains the documentation, and monitors progress with the assistance of the faculty instructor.

**Stage Three Review**

Generally, a Stage Three Review occurs when concerns have not been resolved in the prior stages of review, the issues are serious enough and at the discretion of the Chair of the Student of Concern committee require formal intervention, or the issues are serious enough that the student is being considered for termination from or discontinuance in the program or suspension or expulsion from the University. Intervention at this stage will, in most cases, involve the following issues of serious concern: misrepresentation of staff, cheating, plagiarism, alleged law
violations, conviction of a felony or misdemeanor, use of illegal or mind-altering substances, sexual harassment and dual relationships, discrimination, or other inappropriate behavior. Intervention at this stage will require the following:

(1) A meeting of the Student of Concerns committee to determine whether the student should be withdrawn from the program. What constitutes an appropriate case rests with the discretion of the Student of Concern committee chair.

   a. In appropriate cases of formal disciplinary action for academic or non-academic misconduct at this stage of review, the parties are not precluded from arriving at a written plan to address the concerns, which may include the student being required, in writing, to modify his/her behavior and/or suggest appropriate help. As a stipulation, a student in disciplinary status may need to seek help and provide documentation of such.

   b. The determination can take the following form:

      i. A written plan will establish the conditions and requirements that the student must meet to continue in the program;

      ii. Student will be temporarily suspended from the program;

      iii. Student will be put on conditional status;

      iv. Student will withdraw under the Student Medical Withdrawal Policy (available online at: http://cms.bsu.edu/About/AdministrativeOffices/StudentRights/PoliciesandProcedures/StudentCode/APPENDIXF.aspx)

   c. Students who do not respond or fail to attend meeting will be dismissed from the program. Students deemed to have committed an infraction but will not admit to the infraction will be dismissed from the program.

(2) The Student of Concern Committee will meet with the student to discuss the concerns. The student may elect to bring an advocate to the meeting. The student can also bring relevant information to the meeting. If bringing an advocate, he/she must notify the Chair of the Student of Concern Committee, in advance, of the identity and relationship of that person (to the student).

(3) Student is notified in writing of the commencement of the student review, with the date, time and place, the facts and occurrences that have given rise to the concern, the nature of the student review, the student’s right to attend the review and bring an advocate, and the student’s right to bring to the committee’s attention relevant information concerning these facts and occurrences that the student wishes the committee to consider.

(4) During student of Concern meeting, the following will occur:

   a. An agenda will be outlined;

   b. Student will be given opportunity to present;
c. Committee members will have opportunity to ask questions of student;
d. Student will have opportunity to rebut;
e. Committee members will deliberate.

(5) Student will be notified in writing of the determination along with a summary of its reasons for such determination. The determination can take the following form:

   i. A written plan establishing the conditions and requirements that the student must meet to continue in the program;

   ii. A temporary suspension of the student from the program;

   iii. A determination to discontinue the student from the program.

(6) Student will sign a statement that they will adhere to the committee’s decision. Students who do not comply with agreed-upon remedy will not be permitted to complete the program.

(7) Student’s actions are followed up by Academic Advisor. Either Advisor or person who made complaint may call for a follow-up or non-compliance review. If Academic Advisor is out of town, a designee will be appointed by Student of Concern committee chair.

(8) Students who are not permitted to continue in the BSW program are informed of such by mail. If a student has already registered for social work classes for the next term, they are advised to drop these courses.

**Stage Four Review**
If a student is non-compliant with committee’s recommendation and/or plan, the Academic Advisor will report this to Chair of Student of Concern Committee who will call for meeting. Committee is reconvened by Chair of the Committee. Academic Advisor submits progress report and formal recommendation to terminate the student from the program or not admit to program if student happens to be a pre-major.

**Appeals**

(1) Appeals relating to any decisions made by the Student of Concern committee can be made at any time by the student. Since a Student of Concern Committee review is not a student disciplinary hearing, the level of appeal shall be heard by the Department Chair.

(2) Students who have been terminated from the BSW program can appeal such a decision on the basis of “capriciousness.” The term capriciousness is limited to one or more of the following:

   a. A decision to terminate a student on some basis other than academic or professional performance;

   b. A decision to terminate a student on more exacting or demanding standards than were applied to other students in the program;
c. A substantial departure from the standards and procedures contained in the *BSW Student Handbook*.

(3) Appeals made on the basis of capriciousness are made to the Chair of the Department of Social Work. The student must appeal in writing, identifying the grievance(s).

(4) The Chair is the final level of appeal within the University.

**Recordkeeping**
University policy regarding maintenance of records will be followed.
ADDENDUM TO ACADEMIC PERFORMANCE REVIEW POLICY

AUTOMATIC DISMISSAL

A. Criteria for Automatic Dismissal
   1. Failure to earn at least a "C" in each 400 level Social Work course.
   2. Failure to maintain a 2.5 cumulative GPA in required Social Work courses or a 2.0 overall GPA.
   3. Violating Behavioral Standards of the Profession.
   4. Physical aggression, verbalizing threats or implied threats of harm to any faculty, staff, or students at Ball State University.

B. Notification Procedures
   The following procedures are used in the event a student falls under any of the criteria for Automatic Dismissal:
   1. If a student is to be dismissed for any of the above, the Department Chair will be notified.
   2. Within 5 business days of receiving the above notification, the Chair of the Student of Concern Committee will send by certified mail a written statement to the student indicating that she/he has been discontinued from the program and explain the due process procedures. Copies of the letter should be forwarded to the student’s advisor and student file.
   3. The advisor will meet with the student, should the student wish to discuss options and/or the reinstatement procedures.

APPEAL PETITION FOR READMISSION

If a student wishes to be reinstated after automatic dismissal, the student has the option to present a substantive written statement for an appeal to the Chairperson of the Department of Social Work within five business days of receiving the above notification.

A. Appeal Process
   Within five business days after receiving the student’s Appeal Petition, the Department Chair will set a date for a meeting with the student. In addition to the appeal petition, the Chair will be given records of the information to assess the Appeal.

B. Appeal Meeting with Department Chair
   1. The student will have an opportunity to present their petition and present information to support their appeal to be reinstated in the program.
   2. The Department Chair will review the materials and make a decision based upon:
      a. Consideration of all the factors in the present and past performance of the student
      b. Merit of the issues present in the Appeal Petition
      c. Assessment of alternative plans to address the performance problem(s)
      d. Assessment of the plan presented by the student to resolve the performance problem.
   3. The Department Chair shall prepare a written statement of the decision to the student within five business days following this meeting.
C. **Notification**
Within five business days after the appeals meeting, the Department Chair’s final recommendation will be sent in writing to the student. A copy of this decision will be sent to the Student of Concern Committee with a copy going to the student file.