

# Undergraduate Social Work PRACTICUM MANUAL

## Practicum Education

Practicum Education is an integral component of social work education...It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession.

Adapted: Educational Policy and  
Accreditation Standards  
2022 Council on  
Social Work Education

2026-2027

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## Glossary of Terms

**Practicum Placement/Practicum/Internship:** The terms Practicum Placement, practicum and internship are used interchangeably throughout this manual. These terms refer to the agency where students will do their internship.

**CSWE:** Counsel of Social Work Education. This is the accrediting body for all accredited Social Work programs. CSWE has specific standards that must be met in order to be accredited and stay accredited.

**Director of Practicum Education:** The Department of Social Work's Practicum Director coordinates all activities of the Practicum Education component of the Social Work program at Briar Cliff University. The Director will be the coordinator of practicum placements, Practicum documents, orientation, trainings, and documentation, for both practicum supervisors, agencies, and *Practicum Education Seminar*.

**Designated Practicum Liaison:** The faculty liaison is the person who is appointed to serve as a liaison between the agency, student and School of Social Work.

**Practicum Placement Agency:** This is the agency or organization in which the student learns and practices Social Work skills. A practicum internship differs from paid employment in that the focus of the internship is on learning and applying classroom knowledge.

**Practicum Instructor/Practicum Supervisor:** The practicum instructor/ practicum supervisor is the agency-based supervisor/instructor who is responsible for orienting the student to the agency, assigning and teaching relevant and appropriate practice experiences, and evaluating student performance. If the Practicum Instructor holds a BSW or MSW they will also be responsible for providing social work supervision.

**Social Work Supervision:** This is the mandatory CSWE accreditation supervision meeting between the student and the Practicum Instructor (agency BSW or MSW) who signed the agreement. At the BSW level social work supervision allows the student an opportunity to explore situations at the agency from a social work perspective. Social Work supervision is provided by a Practicum Instructor with a BSW or MSW. The student and Practicum Instructor will go over the orientation, logs, policies, and procedures topics including clients and agency as well as Social Work interventions using the Generalist Practice based on a micro, mezzo and macro interpretation.

**Task Supervisor:** This is an on-site supervisor who is involved with the student's day-to-day tasks and provides supervision in addition to what is provided by the practicum instructor.

**Generalist Internship Learning Experiences:** Students participate in learning experiences with Individuals, Families, Groups, Communities, and Organizations.

## **THE BEGINNING ...**

In 1929, only briar patches covered a 175-foot hill located on the western outskirts of Sioux City, Iowa. But two people – Mother Mary Dominica Wieneke, Major Superior of the Sisters of Saint Francis, and the Most Reverend Edmond Heelan, Bishop of the Sioux City Diocese, had a dream. They saw that hill crowned with a Catholic college for women.

Mother Dominica and Bishop Heelan met on March 9, 1929 with members of the Sioux City community who committed themselves to raising \$25,000 to support the establishment of the college in Sioux City. After this showing of community support, significant events followed in rapid succession. On Sept. 18, 1930, the college, named Briar Cliff after the hill on which it is located, was dedicated. Four days later, 25 women started classes in Heelan Hall, the only building on campus.

## **A SHIFT IN FOCUS ...**

In 1937, the University's two-year program was extended to four years. Fifty-five men were admitted to Briar Cliff in 1965 and co-education was formalized in 1966 with the admission of 100 full-time male students. The innovative Weekend College program started in the fall of 1979, which became the basis for the university's successful adult degree completion programs. The spring of 1980 saw the addition of a Bachelor of Science in Nursing. Master's programs were implemented in the summer of 2001. The college officially became a University on June 1, 2001. Online courses were first offered to students in 2006. The Center for Justice and the Center for Health Care Initiatives were established in 2012. The first doctoral degree, the Doctorate of Nurse Practitioner, was introduced in 2013. The Doctorate of Physical Therapy began in the summer of 2015. The Social Work Program has been accredited since 1974 and was innovative in beginning the online BSW degree completion program in the fall of 2015.

## **TRANSFORMING CAMPUS ...**

Over the years, Briar Cliff adjusted to many student changes and needs by adding a fourth story to Heelan Hall in 1948 and the Bishop Mueller Library and the Chapel of Our Lady of Grace in 1959. The sixties brought even more change, especially in the residential living area, when Alverno, Toller and Noonan halls were added. A new gymnasium, the Newman Flanagan Center, was constructed in 1982. In 1988, the Baxter-DiGiovanni Living & Learning Center became the first apartment-style living quarters built on campus.

The 43,350-square-foot Stark Student Center opened in the fall of 2000. Facilities for student athletes were further enhanced with the construction of the McCoy Arnold Center, completed in 2004, and the acquisition of the Charger Dome in South Sioux City, NE in 2012. Renovation of the main academic building, Heelan Hall, was completed in 2013. It included the addition of an 8,340-foot atrium, state-of-the-art nursing, chemistry and biology laboratories and an integrated digital media lab.

While the mission of the University has not changed in over 80 years, Briar Cliff continues to grow and expand, always placing the needs of students first.

# Briar Cliff University

## **Our Mission**

Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring and openness to all, Briar Cliff emphasizes quality education for its students, combining a broad intellectual background with career development. The University challenges its members to grow in self-awareness and in their relationships to others and to God.

## **Our Values**

*Our Catholic Franciscan identity*

enhanced by the presence and sponsorship of the Dubuque Franciscan Sisters and the support of the Diocese of Sioux City

*Our challenging academic environment*

which includes a liberal arts education, career preparation, academic integrity and academic freedom

*Our focus on the student*

which promotes academic success and extra/co-curricular experiences

*Our culture of service*

to our constituents, to the Siouxland community and beyond

*Our appreciation of diversity and*

*our respect for each person*

*Our commitment to shared governance*

*and collaborative decision making*

*Our innovative response to change*

which envisions a promising and confident future

## **PREFACE**

Social Work is an applied discipline and profession that requires a planned, supervised practicum experience as an integral component of the educational process. Briar Cliff University undergraduate social work majors spend a significant amount of their school time in Practicum Placement under the supervision of agency-based practicum supervisors. This learning process is often a critical determinant in the student's development as an effective generalist social worker. The courses in both the campus and online social work program options are structured and designed so that students are prepared for field. The

campus and online courses have been co-developed by faculty so that students in both program options have similar learning activities and assessments. The social work practicum experience is the signature pedagogy of both program options and occurs in the student's final semester in both program options.

This Practicum Education manual is written for both the student intern and the agency-based practicum supervisor. It is designed to give an overview of the social work practicum, i.e., its philosophy, its design, and its content.

The manual is divided into nine sections. The first section deals with the objectives, and the specific details of how the program is to be carried out. The second section deals with the various intersecting responsibilities of the university, the agency, and the student. The third section describes the practicum education responsibilities of the Director of Practicum Education and Designated Practicum Liaison, Agency Practicum Instructor, and student. The fourth section describes Outcome/Core Competency Based Practicum Education Process. It includes the Council on Social Work Education Curriculum Policy Statement that is used as a basis for our curriculum. The fifth section provides an overview of the major of social work at Briar Cliff University. The sixth section details additional administrative guidelines of the program. The seventh section includes a copy of the N.A.S.W. Code of Ethics. The eighth section is part of the State of Iowa Code describing social work practice. The ninth and final section is a directory of practicum instruction agencies.

#### **ACKNOWLEDGMENTS**

The Practicum Education Manual was originally written by Sister Shirley Fineran, OSF at Briar Cliff University. The Practicum manual is updated yearly, incorporating changes in curriculum, the Council on Social Work Education Curriculum Policy Statements, State of Iowa code, or National Association Social Work Code of Ethics. The manual includes revisions and changes to agency listings, staff, and services.

Any questions concerning this manual should be directed to Melanie Berte-Hickey Director of Practicum Education, Department of Social Work, Briar Cliff University, 3303 Rebecca Street, Sioux City, Iowa 51104, 515-851-2457, [Melanie.berte-hickey@briarcliff.edu](mailto:Melanie.berte-hickey@briarcliff.edu)

*\*The **Council on Social Work Education (CSWE)** is a nonprofit national association representing more than 2,500 individual members, as well as graduate and undergraduate programs of professional social work education. Founded in 1952, this partnership of educational and professional institutions, social welfare agencies, and private citizens is recognized by the [Council for Higher Education Accreditation](#) as the sole accrediting agency for social work education in this country.*

**\*\*Check your state for a Code of Ethics for Social Work**

## I. GENERAL OVERVIEW

### **Purpose of Social Work**

“The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally” *Council on Social Work Education “2022 Social Work Practice, and Educational Policy and Accreditation Standards”* (EPAS)<sup>1</sup>.

### **Briar Cliff University Social Work Program Mission Statements**

Briar Cliff University is a community committed to higher education within a liberal arts and Catholic perspective. In the Franciscan tradition of service, caring and openness to all, Briar Cliff emphasizes quality education for its students, combining a broad intellectual background with career development. The Briar Cliff University Social Work Program is based on Franciscan values. It provides an academically challenging curriculum that enables students to integrate and apply the knowledge, values, and skills of the social work profession to become competent baccalaureate generalist social workers who engage in ethical practice, with diverse client systems in a variety of settings and are committed to social and economic justice.

### **Social Work Mission Statement:**

In alignment with our institution’s foundation in the Franciscan tradition of service, caring, and openness to all, and consistent with the profession’s commitment to respecting all people, the Briar Cliff University Baccalaureate Social Work (BSW) program is dedicated to promoting human and community well-being. We embrace and honor human diversity, and our mission is grounded in the core values of service, human rights, social, racial and economic justice, the dignity and worth of the person, human relationships, integrity, and professional competence. These values are carried out through a curriculum that is both explicit and implicit, enriched by practicum experiences that are tailored to meet the needs of students in both campus and distance learning formats. Students are guided to practice from a person-in-environment perspective, grounded in anti-oppressive and anti-racist principles, with a strong emphasis on ethical, evidence-informed service locally and globally.

### **Anti-Racism and Discrimination Statements**

Value Statement/Program Philosophy: The social work program is committed to creating a climate, which supports and encourages the personal and professional development of each student, with particular sensitivity to the diverse needs of students in the program. Briar Cliff University’s social work program is committed to making extensive efforts to address ethnic, racial, cultural, gender and lifestyle diversity issues in each course. Major objectives include recognizing, respecting, and understanding cultural, racial, ethnic,

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<sup>1</sup> Retrieved from <http://www.csw.org/2022>

lifestyle and gender diversity; and understanding the patterns and consequences of discrimination and oppression.

In all aspects of its program, the social work program is committed to:

- understanding the implication of living in a diverse society
- developing self-awareness of all individuals in the educational program of their own attitudes and prejudices
- promoting the role of the social worker in working for social justice and resolving social problems

**Problem Definitions:** Concerns of the social work program which are addressed in this position statement are based on the following definitions:

- *Racism, Sexism, Ageism, and Other –isms:* any attitude, action or institutional structure which subordinates a person or group because of an ideological belief in the superiority of some groups over others. The beliefs upon which domination is based may be conscious or unconscious and practices may be expressed overtly or covertly in interactions between individuals or groups.
- *Prejudice:* an unfavorable opinion or feeling toward a group or its individual members that are formed beforehand without knowledge, thought or reason. It is a negative attitude that grows out of the above belief system.
- *Stereotyping:* one prejudicial attitude that superimposed on the total race, sex, age, religion or other group a generalization about behavioral characteristics. Within the context of racism, stereotyping is negative in order to explain minorities as inferior or defective. Within the context of sexism, negative stereotyping explains females as inferior or defective. The same stereotyping process operates with people who are elderly, disabled, homosexual, of a certain religion, ethnic group, etc.
- *Discrimination:* a behavioral response, based on an ideological belief and prejudicial attitude that is unfavorable to members of an “out-group.”

### **Position Statement**

Briar Cliff University’s social work program does not accept nor condone any ideological beliefs that purport the dominance of one group over another as defined above. The social work program does not condone or accept any prejudicial attitudes regarding any person because of that person’s membership in a particular group.

Consistent with the program’s commitment to diversity and social justice, the development of the self- awareness of all actors in the educational program of their own attitudes and prejudices will be promoted.

In relation to discriminatory behaviors, more specific procedures and actions will be taken. The social work program fully supports and adheres to Briar Cliff University’s non- discrimination policies:

“Briar Cliff University will provide equal opportunity in compliance with the law and will not discriminate for any reason prohibited by the law”

Briar Cliff University’s social work program reaffirms its commitment to non-discrimination in the following statement: “The social work program conducts all aspects of its educational program without discrimination on the basis of race, color, gender, age, creed, ethnic or national origin, disability, or political or sexual orientation.”

## **Overview of Practicum Education**

Practicum education connects theoretical and conceptual contributions of the classroom and practicum settings for the campus and online program options. The Briar Cliff Social Work program has designed the sequence of courses so that students in both program options have gained theoretical and conceptual knowledge in the classroom (or virtual classroom) to have the necessary generalist skills in field. The courses, for both campus and online, are scaffolded to ensure knowledge builds over a student’s education.

Social Work Practicum Education at Briar Cliff is an educationally directed program supervised by the Director of Practicum Education, which offers students opportunities of self-exploration for growth, change, transformation, and empowerment. The Practicum Placement experience in both program options offers students opportunities to develop and apply skills in generalist social work practice. The placement provides students with opportunities to test their skills, foundation theories, and principles learned in the classroom. The program considers practicum as the signature pedagogy where the foundational knowledge, skills, and values and cognitive and affective processes of the social work profession come together in the final experience of practicum.

The Department of Social Work at Briar Cliff University uses practicum experience as the education component to direct students in a practice learning environment. Under the supervision of a qualified practicum instructor, students in both the campus and online programs interact with clients in face-to-face settings. Student complete internships in a variety of social work settings and through these varied settings, students are provided the opportunity to practice generalist skills such as engaging with clients, completing assessments, working on reunification plans with families, attending policy meetings, co-facilitating groups, attend staff and board meetings and/or relevant community meetings where policies are being discussed.

It is expected that students in Practicum in both program options have a variety of social work opportunities to work with a variety of clientele systems. Student interns, working with their practicum instructor, contract specific learning strategies for the nine CSWE competencies for the internship using the *Practice Behavior and Learning Objectives Plan*. (See Appendix A) It is expected that senior social work students will demonstrate a readiness to enter the professional practicum as a beginning generalist social work practitioner by the end of their practicum.

## **Goals/Objectives of Practicum Education**

1. The student is expected to learn how social work services are provided through the agency to which he/she is assigned; and how this agency is related to other social work services in the community, both public and private.
2. The student is expected, through direct engagement with individuals, families, groups, organizations, and communities, to apply social work knowledge, values, ethics, and practice skills in professional settings. This experience should foster an understanding of the impact of social issues, individual and family challenges, and broader social systems while developing competency in generalist social work practice and evidence-informed intervention strategies across multiple levels of practice.
3. The student is expected to become professionally reflective and self-evaluative by identifying, understanding, and accepting his/her attitudes, prejudices, feelings, and practice strengths and limitations, thereby enabling him/her to function in a professional manner.
4. The student is expected to demonstrate an understanding of how personal values, beliefs, biases, and ethical perspectives can influence professional practice. Students will develop self-awareness and apply ethical decision-making skills to effectively engage with and serve individuals, families, groups, organizations, and communities from diverse backgrounds and life experiences while upholding the values and standards of the social work profession.
5. The student is expected to develop the confidence and ability to function as an entry-level generalist social work practitioner.
6. Students are expected to develop an understanding of how the National Association of Social Workers (NASW) Code of Ethics guides professional judgment and ethical decision-making at the micro, mezzo, and macro levels of social work practice.

## **Practicum Education Courses**

### **SWRK 01 IS Introduction to Practicum**

Introduction to Practicum is a required two-credit course taken one semester prior to practicum placement. Students in the campus program option will take Introduction to Practicum in the semester before their practicum placement. Students in the online program option will take Introduction to Practicum one semester before their practicum placement.

Introduction to Practicum prepares senior social work majors for their senior internship by providing them with information about the Practicum Education Program, the agency, university and student responsibilities and expectations. It offers the students the

opportunity to research, seek out, and visit community agencies that are potential practicum education settings. The course is an opportunity for students to discuss their observations of differences and similarities about the agencies that they have visited and are considering for their practicum. Students prepare their own résumés and review interview strategies in anticipation of their interviews with agency Practicum Education instructors.

**Students are required to earn a grade of “B” or better in this course and have secured a placement to register for SWRK 455, Practicum Experience.**

Finalizing the practicum placement occurs during the *Introduction to Practicum* course and is a collaborative process among the student, the Director of Practicum Education (or Designated Practicum Liaison), and the agency instructor. All practicum placements must be approved by the Director of Practicum Education.

### **Placement Procedure:**

#### **1. Agency Visits/Interviews**

- Students must arrange and complete a minimum of two agency visits or interviews.
- The student is responsible for identifying, contacting, and coordinating these visits.
- After each visit, students must complete and submit an **Agency Visit Observation Reflection Form** (Appendix B), available on Brightspace.

#### **2. Consultation Meeting**

- After completing agency visits, the student must schedule a consultation meeting with the Director of Practicum Education.
- This meeting ensures the chosen placement is a good fit, meets the student's learning needs, and clarifies next steps.

#### **3. Practicum Placement Selection Form**

- Prior to the consultation meeting, students must submit the **Student Selection for Practicum Placement Form** (Appendix C) in Brightspace.

#### **4. Formal Placement Process**

- After the consultation, the Director of Practicum Education will initiate contact with the selected agency and send the following documents:
  - **Agency Affiliation Agreement** (Appendix D) – Completed between the agency and Briar Cliff University.
  - **Supervisor Information Form** (Appendix E) – Completed by the designated Practicum Instructor at the agency.
  - **Resume**- The Director of Practicum will also request that the BSW supervisor send their most recent resume to ensure that they have a degree by an accredited university and two years of experience.

#### **5. Placement Agreement Contract Meeting**

- Once all necessary documentation is returned, a **Placement Agreement Contract** (Appendix F) meeting will be scheduled with the Director of Practicum Education, the student, and the agency's Practicum Instructor.
- If your BSW supervisor changes at any time, there will be an **Addendum Supervisor Contract** (Appendix G) that will be sent to the new supervisor and will be attached to the original contract to identify the new supervisor.

**Important:**

Students should **not** initiate further contact with the agency after selection unless explicitly instructed by the Director of Practicum Education. For any questions or concerns, please reach out to your *Intro to Practicum* faculty member first to avoid miscommunication.

**Note for Online Students:**

You may encounter varying circumstances when identifying practicum opportunities in your geographic area. Some agencies only accept practicum students from institutions with existing affiliation agreements. However, new agreements can often be arranged upon agency request.

**National and International Placements:**

If you're interested in exploring national or international practicum opportunities, please contact: **Melanie Berte-Hickey, Director of Practicum Education**

All students have the opportunity to complete their practicum either nationally or internationally. If a student is wanting to complete their placement outside of their community the same process for acquiring a placement is performed. (please see international placement policy)

**Criteria for Admission to Practicum Experience**

**Practicum Eligibility**

Only students who have successfully completed the following requirements will be eligible to enroll in the **Practicum Experience**, during which they will complete their field placement:

- Earned a grade of “**B**” or higher in **SWRK 011S: Introduction to Field**, and obtained a **signed placement agreement**.
- Met **all academic and professional standards** outlined in the *Social Work Department Student Handbook*.

## **Practicum Experience Overview**

During the final semester of their senior year, social work students who have successfully completed all academic requirements are eligible to begin their Practicum Experience. This is a twelve-credit hour course required for both campus and online program options.

Students may **not** enroll in Practicum Experience until all other required social work courses have been successfully completed. As outlined in the *Briar Cliff University Social Work Student Handbook* under “Liberal Arts Requirements,” this means:

- No incomplete courses
- No more than one grade of “D” in required social work courses

## **Structure and Requirements**

In **Practicum Experience**, students will complete a practicum in a local agency setting. The practicum consists of:

- 400 agency-based hours
- 25 seminar hours
- For a total of 425 hours

Practicum placements can occur in face-to-face settings, hybrid, and online settings where students will develop and apply the nine CSWE (2022) core competencies of generalist social work practice. Students receive supervision from both a degreed social worker at the agency and their Practicum Experience instructor. The course is enriched with:

- Individual conferences
- Collateral readings
- Written evaluations
- Four Practicum Experience Seminar Professional Development Sessions throughout the semester. The online students can participate via an online platform and the on-campus student will participate in the classroom setting.

## **Seminar Component**

The primary goal of the Practicum Experience Seminar is to reinforce integrated learning that takes place within the practicum agency. This seminar provides a space to assess and examine:

- Social work foundation knowledge
- Liberal arts perspectives

- Core values, theories, and principles
- Agency-acquired skills and experiences

Students reflect on their understanding of the social work profession—its goals, operations, ethics, and intervention strategies—while exploring ways to empower individuals, families, groups, and communities to live with dignity and purpose.

### **Educational Model**

Both the practicum and seminar components are built upon an Outcome/Core Competency-Based Model of practicum instruction. This model centers the internship experience on nine beginning-level, generalist social work skill competencies.

Students create a **Practicum Learning Plan** (Appendix A) in collaboration with their practicum supervisor, allowing them to integrate these competencies into direct practice with individuals, groups, families, and communities. They then will write an extensive final paper reflecting on the nine competencies relating to their experiences and practice behaviors.

By clearly articulating the expectations for beginning-level social work practice, this experience ensures that both the student and the Practicum Instructor have a shared understanding of the **CSWE competencies** students must demonstrate before graduating from Briar Cliff University and entering the field as a generalist social worker.

## **II. PRACTICUM EDUCATION PROCESS**

Briar Cliff University’s Practicum Education program has specific policies, criteria, and procedures for selecting practicum settings. In *Introduction to Practicum* students in both the campus and online program options will work to identify their placement for the *Practicum Experience* course. The following is Briar Cliff University Social Work Program’s requirements for selecting practicum sites:

### **A. Criteria for selecting agencies.**

To ensure a high-quality practicum experience that aligns with the educational goals of Briar Cliff University’s Social Work Program, all placement agencies must meet the following criteria:

#### **1. Alignment with Educational Objectives**

Practicum experiences must be compatible with the knowledge base taught in the classroom and support the learning objectives of the Social Work Program.

#### **2. Commitment to Social Work Education**

The agency, or a department within a larger organization, must demonstrate a clear commitment to social work education and understand the structure and purpose of the practicum experience.

**3. Qualified Practicum Instructors**

The agency must provide individuals who meet the minimum requirements to serve as Practicum Instructors. These instructors must:

- Hold a CSWE-accredited BSW or MSW degree
- Be licensed, as applicable
- Have a minimum of two years post-degree professional practice experience

**4. Workspace Availability**

The agency must provide appropriate workspace for the student intern to complete their practicum responsibilities.

**5. Support for BSW-Level Practitioners**

The agency must value and support the role of BSW-level graduates within the profession, ideally employing them within their organization.

**6. Support for Practicum Supervisor**

The agency agrees to release the student's Practicum Supervisor to attend required practicum-related meetings and seminars:

- For **campus-based students**, supervisors will attend two meetings hosted by Briar Cliff University, one at the beginning and one near the end of the practicum.
- For **online students**, supervisors will have the option to participate in a **virtual orientation**.
- For **all placements**, two **evaluation meetings** (mid-term and final) will occur either in person at the agency or virtually.

**7. Adherence to Social Work Ethics and Values**

The agency must demonstrate the integration of social work values, ethics, and principles in its work with all client groups, regardless of gender, age, race, ethnicity, disability, or sexual orientation.

**8. Compliance with Legal Standards**

All practicum settings must be in compliance with relevant federal, state, and local laws and policies, particularly those concerning nondiscrimination.

**B. Criteria for selecting Practicum Supervisors. (BCU Director of Practicum Education approves selections made by the agency.)**

To ensure the success of the practicum placement and uphold the standards of Briar Cliff University's Social Work Program, Practicum Supervisors are expected to meet the following qualifications and commitments:

1. **Willingness to Supervise**

The Practicum Supervisor is willing to provide direct instruction and supervision to undergraduate social work students during their internship experience.

2. **Qualified Practicum Supervisors**

The agency must provide individuals who meet the minimum requirements to serve as Practicum Supervisors. These Supervisors must:

- Hold a CSWE-accredited BSW or MSW degree
- Be licensed, as applicable
- Have a minimum of two years' post-degree professional practice experience

3. **Participation in Training and Orientation**

The Practicum Supervisor agrees to participate in appropriate orientation and training regarding their role and responsibilities.

- For campus-based students, Practicum Supervisors will attend two in-person meetings at Briar Cliff University, one at the beginning and one near the end of the 400 hour practicum.
- For online students, Practicum Supervisors will participate in a virtual orientation.
- For all placements, two evaluation meetings (midterm and final) will be held either at the agency or via virtual platforms.

4. **Strength-Based and Student-Centered Approach**

The Practicum Supervisor demonstrates a positive, student-centered attitude and utilizes a strength-based approach in their guidance and support of student learning, in a professional setting that aligns with the student area of interest expressed.

5. **On-Site Presence**

The Practicum Supervisor is present at the agency during the hours the student intern is completing their practicum, providing accessibility and support as needed.

6. **Dedicated Supervision Time**

The Practicum Supervisor provides **a minimum of 30- 60 minutes per week**, of formal, in-person supervision for the student intern.

**7. Professional Role Modeling and Communication**

Practicum Supervisors are expected to role model professional behavior, provide appropriate and constructive evaluations of student performance, and communicate any concerns directly to the Director of Practicum Education or Designated Practicum Liaison at Briar Cliff University.

**8. Commitment to the Educational Mission**

The Practicum Supervisor participates fully in the practicum education model and philosophy and agrees to participate fully in the mission of the Briar Cliff University Department of Social Work and its mission.

**9. Evaluation of Student Competency**

The Practicum Supervisor is responsible for assessing the student's progress in achieving social work competencies at both the midterm and final stages of the placement. Completed evaluations must be submitted to the Director of Practicum Education prior to the in-person meetings.

**10. Minimum Educational and Professional Requirements**

Practicum Supervisor must hold a bachelor's or master's degree in social work from a CSWE-accredited program and have a minimum of two years post-degree social work practice experience.

A resume will be requested to provide verification of a degree with two years of experience.

**11. Alternative Supervision Arrangements (if applicable)**

In situations where the assigned agency supervisor does not hold a CSWE-accredited degree or lacks the required experience, the Social Work Program will assume responsibility for reinforcing the social work perspective. In such cases:

- A qualified external Practicum Supervisor will be assigned to the student to provide social work-focused supervision.
- The student will continue to receive daily supervision from their on-site agency-based supervisor.
- If a qualified external practicum supervisor is not available, a qualified professor within the Briar Cliff University Social Work Department will provide weekly supervision.
- The process for alternative supervision is outlined in the above Practicum Manual and will be discussed prior to the contract signing. Once an alternative supervisor is assigned then all parties, the student, task-supervisor, and the BSW/MSW supervisor, and the Director of Practicum will meet for the contract signing. Further consideration will be given to all parties at that time. Signatures for the contract will be signed by each party after they have read and agreed to the contract (Appendix F)

- If a supervisor is needed to change there will be an Addendum of Supervisor contract that will be assigned and attached to the original contract (Appendix G)

**C. Procedures for faculty monitoring of students in practicum.**

- The Director of Practicum Education or the Designated Practicum Liaison, both faculty members, serve as consultants, as necessary, to the Practicum Supervisors during the student placement.
- The Director of Practicum Education monitors the completion of the nine (9) Outcome/ Competency Based Education Learning Strategies both at the beginning of the practicum and again at the halfway point of the semester of placement between the student, supervisor, and the Director of Practicum Education.
- As part of the CSWE accreditation requirements, the student and Practicum Supervisor assess the student's progress in demonstrating social work competencies at both the midterm and final stages of the practicum placement. These evaluations are submitted to the Director of Practicum Education. Additionally, an in-person or virtual meeting (either at the placement site or via Microsoft Teams) will be held at midterm and during the final week to review the student's evaluation scores. These assessments contribute to the overall grade for SWRK 445.
- The Director of Practicum Education is involved with both the student and the agency supervisor who should difficulties develop during the practicum.
- During the final weeks of the semester the Director of Practicum Education has an exit/final meeting with each student and Practicum Supervisor at the placement agency. This can be done in-person for the campus students and virtually for the on-line students.

**D. Mechanisms for obtaining Practicum Supervisor's input into the program:**

1. Each student placement is reviewed by the Director of Practicum Education and the Practicum Supervisor agency. This is an attempt to both orient the new Practicum supervisor and keep in touch with the university's faculty.
2. Practicum Supervisor review and submit a midterm and final narrative evaluation of the student's practicum experience through the learning plan. These are placed in the student's permanent file. The Director of Practicum Education will meet with the Practicum Supervisor and student at midterm and final to discuss the evaluations and student progress.

**E. Orientation sessions for Practicum Instructors and seminars on Practicum instruction.**

Each new Practicum Supervisor receives a personalized orientation from the Director of Practicum Education prior to the start of the student's practicum placement. This orientation may be conducted in person or virtually, depending on the instructor's location and availability.

The orientation provides:

- An overview of Briar Cliff University's Social Work Program, including its educational philosophy and goals.
- A detailed introduction to the Competency-Based Education model used by the department
- An explanation of the roles, responsibilities, and expectations of Practicum supervisors.

Throughout the duration of the practicum, new Practicum Supervisors receive ongoing support and guidance from the Director of Practicum Education or a Designated Practicum Liaison, ensuring a collaborative and successful practicum education experience.

## **F. Evaluation of Practicum Agencies and Supervisors**

An evaluation of both the agency and the practicum supervisor will be conducted at midterm and again at the conclusion of the semester. These evaluations will take place within the context of the practicum seminar course. The outcomes will assist the Director of Practicum Education in assessing the quality of the student's experience, as well as identifying the strengths of the placement and any areas where additional support or improvement may be needed in relation to the agency and supervisor.

## **G: Employment Based Practicum**

A student's place of employment serving as a practicum agency site can be considered but may not be the optimal practicum placement for the student if their employment position changes or is terminated.

Employment supervisors, colleagues, students, and clients may experience role confusion in the educational supervision process, thus detracting from the student's overall learning experience during practicum.

Students who are already employed by a social service agency often inquire about using their employment as a practicum site. There are guidelines that must be met to be placed at an existing employment site for practicum:

- The agency must be willing to provide the students with an educationally focused experience for the required number of practicum hours. Therefore, if a student seeks to use their current employment as a practicum placement, the student may use their work hours toward their practicum if the tasks and assignments can be linked to the core competencies. It is best

if the student can be assigned completely different educationally focused duties, ideally in a different program/department than the one where they are employed that encompass broad and transferable skills/knowledge relevant to the learning contract and the core competencies.

- The Agency Practicum Supervisor is preferred to be someone other than the student's employment supervisor but can be the same if they meet the requirements in CSWE Accreditation Standard 3.3.7.
- Students requesting employment-based practicums must submit an **Employment-Based Practicum Proposal Form** (Appendix H) complete with the required signatures to the Director of Practicum Education via Brightspace.
- Employment-based practicum placements must be approved by the Director of Practicum Education prior to the student being placed in the agency.

The approval and acceptance of employment-based practicums rests with the Director of Practicum Education. The agency and the student must agree to comply with all practicum policies designated in the Briar Cliff University Social Work Program Practicum manual. If a student proposes to use the place of employment for Practicum Education, the Director of Practicum Education will:

- Assess the setting to determine its appropriateness as a Practicum Education.
- Ensure that student opportunities, assignments, and responsibilities can be linked to the nine core competencies of the social work program
- Ensure, if possible, that the student has a different Practicum Supervisor than that of employing supervisor and the experience is educationally focused.
- Ensure the agency will provide practice and learning opportunities that will facilitate the student's development as a professional social worker and allow the student to demonstrate attainment of required competencies.

### **Supervision:**

Students completing an employment-based practicum are required to receive weekly supervision that is distinct and separate from their regular employment supervision.

- Practicum supervision must be conducted by the designated Practicum Supervisor and focus specifically on the student's educational learning objectives, the CSWE Core Competencies, and the student's learning plan.
- This supervision must not be combined with or substituted by supervision tied solely to the student's job duties or performance evaluations.

Students are required to:

- Attend weekly practicum supervision sessions.
- Submit a weekly supervision agenda prior to each meeting. The agenda should clearly identify topics related to the practicum learning experience, including

areas of growth, challenges, questions, and reflections related to social work practice and professional development.

This separation ensures that the practicum experience maintains its educational integrity and aligns with accreditation standards for field education.

### **Termination of Employment-Based Practicum**

Students participating in an employment-based practicum must be aware that consequences could arise from a change in their employment status at the agency. If a student's employment is terminated by the agency or the student, it could jeopardize the ability to complete practicum requirements.

In the case of termination, reassignment and continuation of practicum placement is not guaranteed. The Director of Practicum Education will investigate the reason for termination and consider the point in time of the semester when termination occurred before determining one of the following:

- The student is reassigned to a new practicum placement in the current semester
- The student will be required to secure and complete a new practicum placement in the following semester. This would require starting over with the practicum hours with a new practicum placement.

## **III. RESPONSIBILITIES OF THE PRACTICUM DIRECTOR, AGENCY, SUPERVISOR(S) AND STUDENT**

### **Responsibility of the Director of Practicum:**

#### **1. Oversee the Practicum Education Program**

Maintain comprehensive oversight of all aspects of the Practicum Education Program, ensuring alignment with departmental goals and accreditation standards.

#### **2. Facilitate Pre-Practicum Preparation**

Lead the *Introduction to Practicum* course and related preparatory meetings to equip students for successful practicum placement experiences.

#### **3. Approve Practicum Placements**

In collaboration with students, Practicum Supervisors, and the Designated Practicum Liaison, review and approve all practicum placements

#### **4. Conduct Practicum Education Seminars**

Provide a confidential and supportive seminar environment where students can reflect on their practicum experiences and integrate theoretical knowledge with field practice. This is conducted in a manner that students are able to learn from other professionals and peers.

## 5. **Support and Orient Practicum Instructors**

Conduct orientation sessions for new Practicum Supervisors and offer ongoing consultation throughout the student's placement. This includes conducting site visits (in person or virtual) for evaluations and addressing concerns that may arise during the placement.

## 6. **Assess and Assign Student Grades**

Coordinate grading and reporting in collaboration with Practicum Supervisors and faculty, making final grade determinations based on:

- Evaluation provided by the Practicum Supervisor
- Quality of student discussion reflections and assignment
- Documentation of completed CSWE Core Competencies and practice behaviors
- Student participation in seminars and demonstrated integration of knowledge and practice

## 7. **Provide Continuing Education Credit**

Issue a certificate awarding three Continuing Education Units (CEUs) to Practicum Instructors upon successful completion of their supervisory role in the practicum placement.

## **Responsibilities of the Agency:**

### 1. **Commitment to Inclusive Learning**

- Agencies are selected based on their ability to provide meaningful practicum experiences in accordance with social work values.
- Agencies must ensure a nondiscriminatory environment.
- Agencies should embrace and support diverse populations.

### 2. **Assignment of Practicum Supervisor**

- Agencies must provide a qualified Practicum Supervisor.
- Preferably, the supervisor should hold a BSW or MSW from a CSWE-accredited program.
- The Practicum Supervisor is responsible for overseeing the student's practicum experience.

### 3. **Supervision Time Commitment**

- If a BSW/MSW supervisor is not available, a qualified task supervisor must be assigned and given adequate time to supervise the student.
- It is expected that a BSW/MSW-degreed supervisor will:
  - Provide a minimum of **30 to 60 minutes per week** of face-to-face formal supervision.
  - Be available for **informal support and guidance** as needed.

#### **4. Provision of Generalist Learning Opportunities**

Agencies will offer appropriate, entry-level generalist experiences aligned with the agency's mission, policies, and the student's individualized learning plan.

- Examples include:
  - Tasks and activities that reflect agency operations and student learning objectives
  - Experiences spanning all levels of generalist social work practice
  - Goal-directed service delivery and practice behavior development
  - Collaboration with and observation of other agency social worker
  - Participation in staff meetings, case conferences, and interdisciplinary task groups
  - Engagement with community groups, both observational and activities
  - Access to research-based practice materials relevant to the student's work
  - Distribution of the agency's handbook, policies, and procedures to the student
  - Observation or co-leadership of small client groups as appropriate
  - Attendance at in-house training sessions and professional development conferences
  - Opportunities to observe or participate in community outreach initiatives

#### **5. Affiliation Agreement**

- Agencies must enter into a formal Affiliation Agreement with Briar Cliff University.
- The agreement outlines expectations for supervision, student support, and learning opportunities.

#### **6. Support for Practicum Supervisor Participation**

- Agencies will release Practicum Supervisors to attend required University-sponsored meetings and trainings, including:
  - Two in-person meetings on the BCU campus (beginning and end of practicum) for campus-based students
  - A virtual orientation meeting for online student supervision
  - Two evaluation meetings (midterm and final), held on-site or virtually, for all placements

#### **7. Mileage Reimbursement**

- Agencies are expected to reimburse student interns for mileage expenses incurred while conducting agency-related business.

#### **8. Transportation Policy**

- If client transportation is part of the student's practicum duties, the agency must provide a university-approved, agency-owned vehicle.

- **Students are not permitted to transport clients using personal vehicles under any circumstances.**

## **Responsibility of the Agency Practicum Supervisors:**

### **1. Collaborative Placement Decision**

- Participates in the decision-making process regarding the placement of a student at their agency.

### **2. Credential Submission**

- Provides Briar Cliff University with documentation verifying the required qualifications to serve as a Practicum Supervisor. (Resume)
- This includes:
  - A minimum of two years of agency experience
  - An interest in social work education
  - A willingness to participate in practicum instruction

### **3. Agency Orientation for Student**

- Offers a comprehensive orientation for the assigned student.
- Orientation should cover:
  - The agency's services and operations
  - Community context
  - Population served
  - Other relevant information

### **4. Instruction Aligned with CSWE Competencies**

- Delivers practicum instruction that supports the student in:
  - Performing agency functions
  - Understanding organizational structure
  - Meeting CSWE Core Competency expectations

### **5. Weekly Supervision Meetings**

- Holds a 30-minute to one-hour formal face-to-face supervision meeting with the student each week.
- Meeting includes reviewing progress, providing feedback, and offering guidance.

### **6. Support for Seminar Participation**

- Allows the student to attend monthly Practicum Education Seminar Professional

Development Sessions, which are a required component of the Practicum Experience course.

**7. Evaluation Communication**

- Discusses the student's progress with the Director of Practicum Education or Designated Practicum Liaison during scheduled evaluation visits.

**8. Prompt Reporting of Concerns**

- Notifies the Director of Practicum Education or Designated Liaison immediately if any issues or concerns arise regarding the student during the practicum placement.

**9. Completion of Student Evaluations**

- Completes and submits formal evaluations of the student's performance at both **midterm** and **final** stages of the practicum.

**Responsibilities of the Student:**

**1. Initial Interview and Résumé Submission**

- During *Introduction to Practicum*, the student will interview with potential placement agencies and provide a current résumé detailing their education, previous employment, and relevant experiences.

**2. Goal Setting with Practicum Instructor/Supervisor**

- Upon acceptance into the agency, the student will engage in a mutual discussion with the Practicum Supervisor to identify individual needs, strengths, and goals for the practicum experience.

**3. Adherence to Practicum Schedule**

- The student is expected to be consistently present at the agency on the agreed-upon days and times, continuing until the established completion date of the practicum placement.
- The student is required to complete 400 hours at their assigned agency and will document these hours using a spreadsheet format. The student must obtain their Practicum Supervisor's signature on a monthly basis to verify the completed hours.

**4. Final Project/Esay and Documentation of Learning**

- Students must document and complete the **Practicum Signature Assignment** as determined by the social work department at the end of the practicum.

## **5. Signature Assignment:**

- The purpose of this assignment is to evaluate the student's ability to integrate the CSWE Core Competencies into their practicum experience across various levels of social work practice. This assignment supports a comprehensive understanding of real-world applications while centering on NASW Code of ethics principles.
- Students will write a narrative for each CSWE Core Competency, demonstrating how they applied it at the individual, family, group, organizational, and community levels. Each narrative should reflect on the student's growth and highlight ethical considerations in social work practice.

## **Objectives:**

- 1) Develop a professional social work identity rooted in the CSWE Core Competencies, values, and ethics.
- 2) Apply social work standards, ethics, and values from the NASW Code of Ethics in practicum settings.
- 3) Integrate theoretical and empirical knowledge gained from the core social work curriculum.
- 4) Demonstrate essential generalist practice skills across various client systems and settings.
- 5) Actively engage in practicum activities and utilize supervision and feedback.
- 6) Cultivate self-awareness through reflection on personal identity, interactions, and impact in practice settings.
- 7) Apply knowledge and skills necessary to effectively serve diverse populations.
- 8) Understand and analyze the organizational structure of the practicum agency and its influence on service delivery.

## **6. Collaboration on Learning Plan Evaluation**

- In partnership with the Practicum Supervisor, the student will help develop the Learning Plan Evaluation document, which assesses the student's ability to demonstrate and apply CSWE Core Competencies.

## **7. Reporting Absences and Making Up Hours**

- The student must promptly inform the Practicum Supervisor if unable to report for practicum.
- The student is responsible for coordinating with the Practicum Supervisor to determine make-up hours as needed to fulfill the required practicum hours.

## **8. Professional Conduct and Responsibility**

- All agency responsibilities, including daily tasks, written assignments, and Practicum Experience Seminar activities, must be completed in a timely and professional manner.

## **9. Active Seminar Participation**

- The student will actively participate in the monthly Practicum Education Seminar Professional Development Sessions and maintain regular communication with the Director of Practicum Education and/or Designated Practicum Liaison.

## **10. Commitment to the NASW Code of Ethics**

- Students are expected to continually review, internalize, and adhere to the NASW Code of Ethics throughout their practicum experience.

## **11. Evaluation of Practicum Experience**

- The student will complete midterm and final evaluations of their practicum experience, share them with their Practicum Instructor/Supervisor, and provide a copy to the Director of Practicum Education during the final Practicum Education Seminar session.

# **IV: ADDITIONAL PRACTICUM POLICIES AND PROCEDURES**

## **Exemptions from Practicum Education**

There are no exemptions from the senior level Practicum Education practicum. The Accreditation Standards of the Council on Social Work Education which were revised in 2022, clearly state that “Academic credit for life experience and previous work experience shall not be given, in whole or in part, in lieu of the Practicum or of the courses in the professional foundation areas.”

## **Accommodation for Students with a Disability**

Briar Cliff University values diversity and inclusion. The University recognizes that disability is an aspect of diversity. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If a student believes that he/she will need accommodation to successfully complete their internship, please notify the Director of Practicum Education as soon as possible. People with disabilities who need accommodations should contact the Student Support Services Office to discuss needs. Documentation of the disability is required. The Director of Practicum Education is happy to work with the student and the Practicum Instructor to discuss the internship requirements, anticipated needs, and explore potential accommodations. For more information on disability services at Briar Cliff University, please refer to their website:

## **Disabilities Resources at Briar Cliff University**

Persons with disabilities who need accommodations should initially contact alisha.elder@briarcliff.edu or (712) 279-5556 to discuss needs. Documentation of the disability is required.

## **Public Health Social Work Practicum Placement Guidelines**

Briar Cliff University's Social Work Department remains committed to the health and safety of students, clients, and agency partners. In response to ongoing public health considerations, including communicable diseases such as COVID-19—the following guidelines will be implemented for all Practicum Education Placements.

These guidelines have been developed in alignment with the most recent recommendations from the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), and local public health authorities.

Because public health information is continually evolving, students and supervisors are encouraged to remain informed by regularly consulting trusted sources for the most up-to-date guidance.

## **The following guidelines apply to all Briar Cliff University Social Work students participating in practicum placements:**

### **Prior to starting practicum hours:**

- All students enrolled in SWRK 011S are required to complete the *Respiratory Infections Training* which is located in Brightspace
- All students must review, sign, and submit the Acknowledgement of Risk form prior to beginning their practicum placement.
- Students are required to obtain and review their placement agency's Bloodborne Pathogen Policies and Procedures to ensure understanding and compliance with safety protocols.

Students should not:

- Attend practicum if they are feeling ill.
- Call their practicum supervisor to discuss sick time options.

## **Credit, Attendance, & Holidays**

**No Academic Credit for Life and/or Work Experience:** Academic or Practicum credit is not granted for life experience or professional work experience.

**Starting and Ending Placement:** Placement starts the first week of the semester. Students are not allowed to start their practicum early due to liability insurance. In

addition, students will not be allowed to start their practicum until the *Practicum Education Placement Agreement* has been signed by the student, Agency Practicum Instructor, and Director of Practicum Education.

The only activity you can begin before the first week of semester training/orientation. Students are not allowed to engage in work with clients or deliver services prior to the first day of the semester they registered to begin their practicum.

Within the first week of your placement, all students are required to submit a schedule plan that includes the days of the week and times you will be at your placement throughout the semester along with your anticipated start/end dates to the Director of Practicum Education or Designated Practicum Liaison.

Students cannot work extra hours each week in order to finish Practicum early; (unless approved by their practicum supervisor) continuity over time is a desirable developmental factor in the practicum experience. Students must continue in their placement until the practicum end date stated on the *Practicum Education Placement Agreement*, which cannot be before the last week of the semester. This is subject to change if the agency supervisor has good reason to allow you to work extra hours for unforeseen circumstances.

**Attendance and Unexpected Absences:** Students are expected to be at the agency on a consistent, regular basis throughout both semesters in order to complete total practicum hours required. If students are unable to be at their practicum agency as scheduled for any reason, it is essential that the student contact and discuss this with their Agency Practicum Supervisor as soon as possible. If student is experiencing an illness or injury that lasts more than two days, the student is required to alert the Practicum Director or Designated Practicum Liaison. In the event of a student not showing up to their practicum as scheduled and has not contacted their Practicum Supervisor, the Practicum Instructor should inform the Director of Practicum Education or Designated Practicum Liaison.

After two incidents of a student failing to report to their practicum as scheduled and does not contact their Practicum Supervisor, the placement will be halted and a meeting between the student, Practicum Supervisor, and the Director of Practicum Education is held.

Hours missed must be made up to ensure students complete the total number of hours required.

**Timekeeping:** Students are expected to track all time spent at their agency. Students should utilize the electronic *Time Sheet* form available on Brightspace. Agency Practicum Supervisors should verify student hours, a bi-weekly basis, by initialing each time entry on the *Time Sheet*. Timesheets must be uploaded into Brightspace on a bi-weekly basis. At the end of the practicum placement, the student, Agency Practicum Instructor, and the Director of Practicum Education or Faculty Practicum Liaison must sign the *Time Sheet* verifying that hours recorded are accurate and the document loaded into Brightspace.

Only hours for practicum activities approved by the student's Practicum Supervisor may be reported. Falsification of hours on timesheets can result in immediate removal from the program and/or negatively impact the student's grade.

**Holidays & School Breaks:** As a general rule, students are not expected to do Practicum work during Briar Cliff University holiday breaks. We encourage students to take a break, reconnect with family and friends, and practice self-care during holiday breaks.

Students needing additional practicum hours may negotiate with the Practicum Supervisor to arrange mutually agreeable terms. Practicum hours during term breaks and holidays. Please notify the Director of Practicum Education of students' intentions to do Practicum Education during holiday/break time.

### **Policy for International Social Work Practicum Placement**

Students must be in good standing with the University in order to be approved for international internships and beyond that must be deemed by the social work program faculty to be a good ambassador on behalf of the program, the United States and the social work profession. International internships are a privilege not a right for students. The program retains the right at all stages of the placement process to deny a student access to an international placement.

#### **Prerequisites**

1. All coursework must be successfully completed by the beginning of practicum.
2. Positive recommendations from at least two social work faculty.

International placements must meet the same educational standards as all Practicum Placements and are vetted by BCU faculty based on the additional following criteria:

1. **Educational soundness**  
The student can meet the objectives for his/her Practicum class qualitatively and quantitatively.
2. **Benefit to the University and the Agency**  
The student's placement provides a real benefit to the agency comparable in value to the student's educational gain. The placement aligns with research, practicum and/or other scholarly endeavors already engaged in or under development by the social work program, and the agency's relationship with the social work program and the student has the potential to be of lasting benefit to the clients and purpose of the agency. The most desired working relationships are those that can provide sustained mutual benefit and uniquely compelling learning opportunities not necessarily found in the U.S.
3. **Feasibility**  
The student will be able to communicate at a proficient level with agency staff, clients and University faculty. This requires sufficient language skills for the population and reliable internet access for the student's long-distance learning courses. Feasibility includes responsible use of the University's fiscal resources, i.e., placing multiple students at one site or

clustering locations/travel. It is each student's responsibility to ensure proper funding for flights, lodging, and any other unforeseen expenses throughout the entire international practicum placement.

- Language requirements of the population
- Reliable internet access
- Fiscal responsibility/resource allocation

#### 4. Safety

Recognizing that 100% safety is never a guarantee, the social work program, Office of Academic Affairs, and Office of Student Development seeks to identify risks and ameliorating factors by assessing the site(s)/city/region/country's: security, crime, infrastructure, medical issues/resources and transportation issues.

BSW international placements require additional levels of infrastructure such as the benefit of an exchange program or matching agency with additional resources available in country. Students seeking to establish an international placement options should inform the Director of Practicum Education at least 6 months prior to Practicum to learn more about those processes.

### **Changing Agency Placements**

Students stay in the same placement for the length of their practicum. However, unusual circumstances may necessitate a change in agency placements. This change may be initiated by the student, the Practicum Supervisor, or the Director of Practicum Education. All the parties must discuss this change. The Director of Practicum Education will then initiate the change of placement if necessary.

### **Termination of a Student in Practicum**

If a student during the course of practicum is not meeting standards related to professional behavior, he/she will be terminated from the program. These professional standards are clearly outlined in the NASW Code of Ethics. The Code is not meant to be exhaustive, but exemplary and includes among others, conflict of interest, privacy and confidentiality, sexual relations, sexual harassment, and personal impairments when they interfere with professional performance. In addition, at the conclusion of practicum, students must also have demonstrated academic competence in the nine program core competencies as outlined in the CSWE Curriculum Policy.

Expectations of practicum also demand that students fulfill workplace responsibilities and interact with clients and staff to solve problems. Students are expected to exhibit professional behavior throughout their practicum placement. A student can be removed from a Practicum Placement for improper conduct.

If for any reason, the practicum site agency determines that a student's conduct is inappropriate, or if a student has violated the NASW Code of Ethics, the Practicum Instructor/Supervisor should notify both the student and the Director of Practicum

Education immediately by telephone and in writing. At this time, the student will be asked to discontinue Practicum Placement until a full investigation of the incident can be completed. The outcome may vary based on evaluation of the results of the investigation.

If an incident is considered minor, consultation with the Director of Practicum Education should be held and a meeting should be held with the student and the Practicum Supervisor to discuss the incident and to remedy the situation.

If an incident is of serious nature, the Director of Practicum Education may immediately remove the student from the Practicum Placement site. A grade of “W”, “F”, or “I” will be assigned for the course for the semester. The Director of Practicum Education will notify the BSW Department Chair of the incident in writing. A meeting with the Director of Practicum Education, BSW Department Chair, and the student to discuss the student’s advancement in the program.

If the decision to terminate the student from practicum is upheld, every effort will be made to assist the student in choosing an interdepartmental or a multidisciplinary major (see **University Catalog**) so that the student can graduate as expeditiously as possible.

Students who wish to appeal a decision made under this policy should follow the appeals procedure outlined in the Social Work Department Student Handbook.

### **Criminal Background**

The Department of Social Work at Briar Cliff University **does not** perform background checks on students prior to their practicum work, however agencies may have their own requirements with which students are expected to comply. Agencies may review databases such as the child abuse registry and sex offender registry. Agencies may require students undergo immunizations, drug testing and Background Criminal Investigation (BCI) checks. Any costs associated with immunizations and background checks are the responsibility of the agency or the student.

### **Reporting Pending Criminal Charges**

Students who have been convicted of or have pending misdemeanor or felony charges against them that occur during the time of their practicum placement, are required to report these to the Chair of the Social Work Department and the Director of Practicum Education within 72 hours of their occurrence. Failure to do so may result in termination of the student from the social work major.

### **Policy for Reporting Pending Criminal Charges**

- A social work student has a continual obligation to report any criminal charges, (misdemeanors or felonies) with the exception of minor traffic violations, pending against him/her, which occur after the student has begun their practicum placement.

- A written explanation of the pending charges should be submitted to the Chair of the Social Work Program and the Director of Practicum Education within 72 hours.
- A decision regarding the student's continued participation in SRWK 445 Practicum Work and *Practicum Education Seminar*, will be made by the Chair of the Social Work Department and the Director of Practicum Education.
- Continued enrollment in other social work courses may or may not be affected depending on the circumstances. If necessary, the Chair of the Department and Director of Practicum may call for a faculty review.
- Failure to comply with any aspect of this policy may result in immediate referral for a faculty review which could conclude with dismissal from the Social Work Program.

### **Adjudication of student grievances**

Students are encouraged to register complaints of unfairness, rights infringement, or lack of clarity or evenness in faculty expectations directly to the faculty involved. If this is not possible or unsatisfactory, the student then presents the matter to the Director of the Department of Social Work. The Director then meets with the faculty person in question and the student involved. If the matter is still unresolved, the student may bring the grievance to the Vice President for Academic Affairs.

#### **The Vice President for Academic Affairs will:**

- Bring in the faculty and student and listen to both views. If the matter cannot be resolved
- The student selects two students and two faculty members outside the department who has not, thus far, been involved in the case.
- This mediation panel hears both sides of the case and makes recommendation to the Vice President for Academic Affairs.
- The Vice President for Academic Affairs then makes the final decision.

If the disagreement involves the Practicum Instructor and the student during the student's Practicum Education, the student is also encouraged to first resolve the matter directly with the Practicum Instructor. If no resolution is possible, the Director of Practicum Education meets at the agency with the Practicum Instructor and the student. If matters are still unsatisfactory, the student would use the procedure outlined above to bring the matter to the attention of the Director of the program.

### **Student Use of Private Vehicle:**

Students are not allowed to transport clients in their own private vehicles for their own protection and for the protection of clients and agencies. If students are required to use their own vehicle to complete Practicum tasks and assignments (other than getting to/from work site), agencies must inform students about liability or vehicle coverage available (or not available) to them through the agency and must provide mileage reimbursement. If students use their own vehicle for practicum tasks – they are encouraged to contact their vehicle insurance company to see if additional coverage is

required to cover professional/work, use of their vehicle. They are not allowed to transport clients.

### **Student Professional Liability Insurance:**

All social work practicum students are covered by Briar Cliff University's General Liability insurance. The University's liability coverage shall cover the actions of students while acting in the course and scope of practicum. Coverage is effective upon enrollment in the practicum/internship. The insurance coverage is provided by the liability limits are \$1,000,000 each claim and \$3,000,000 aggregate coverage.

### **Safety Issues**

Practicum agencies should be aware of safety issues related to the activities of the Practicum student. Students should not be expected to engage in any activity when there are undue safety concerns. Students should be thoroughly oriented to the agency's policies and procedures to ensure their health and safety during their practicum. Students should be provided with instructions on how to contact their Practicum Instructor or another staff person should an emergency arise. Students will be provided basic Practicum safety information during their *Introduction to Social Work* course.

### **Social Media Considerations for Social Work Students:**

Social workers' professional behavior is guided by the *National Association of Social Worker's Code of Ethics*, *The NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice*, and agency policy. Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges. As closely as possible, students in Social Work are expected to model professional standards of behavior as they conduct themselves in any public forum, whether it be online or off. Students are also expected to abide by the *BSW Student Handbook*.

Social media includes many forms of communication and information sharing technologies such as Facebook, Instagram, Twitter, YouTube, Blogs and more that offer tremendous potential for positive change. The use of technology in professional practice is growing with the use of technology in crisis prevention, natural disaster response, or the advent of telehealth. Technology has dramatically transformed the world. It is now widespread practice to share daily experiences with friends and family through social media or text messaging. However, as a professional-in-training, your online persona should be managed as carefully as you would mind your actions, speech, and dress in the workplace. Professional social workers must be mindful of social media use because information shared on social media platforms can be used by clients, other professionals, and the general public to shape opinions about you, other social workers, and the profession. Maintaining primary social work values like client

privacy and confidentiality are of utmost importance, and upholding one's reputation is critical to competent, successful practice.

This is an opportunity for you to continue developing your professional persona as you move into professional spheres. Thinking critically about how you present yourself, the social work program, University, and profession via public platforms is part of that process. This includes considering privacy and confidentiality for yourself and those with whom you work – clients and colleagues. Given the frequency with which we now rely on technology to communicate, it is critical that our behavior aligns with our professional code of ethics and the *Standards for Technology in Social Work Practice*. Review the content of any communication prior to sending it and ensure it reflects these values and is the best representation of yourself.

We have distilled those standards down to a few key practices that should be kept in mind when using social media and digital technologies. The following guidelines can be used to help protect yourself and the clients who seek your services, along with your reputation and future livelihood as a social worker:

- **Assume that anything said or done online is public.** Do not post any content that you would be uncomfortable sharing with the entire world. There have been instances where private user data has become unintentionally visible to all users during a service upgrade or change. Users have also reported the reappearance of deleted data on some sites.
- **Negative comments** about clients, your Practicum Placement, or work environment are inappropriate and disrespectful.
- **Discussions about clients are always off-limit**, even when speaking generally. Such discussions are a breach of confidentiality, a primary professional value of social workers. Additionally, your group of friends could easily include an acquaintance of your client, especially in our increasingly interconnected world.
- **Avoid taking and sharing photographs or content that could violate client confidentiality.** Observe all state and federal regulations such as HIPAA as well as agency, department, and university policies.
- **Avoid using social media during class or in practicum settings** unless part of the curriculum or the agency placement. In general, your time in the practicum and the resources provided to you in your Practicum Placement are to be used for practicum related matters.
- **Before using social media communication tools on behalf of your agency, be sure to seek approval** of any messages or posts. Be careful not to endorse or promote a product, cause or position without prior approval of the agency. If you have personal sites, it is best to maintain them on your own time using your own computer.

Privacy is also of utmost importance when using social media as a professional. It is highly recommended that when utilizing social media sites students take

precautions to keep personal information private, out of a concern for both professionalism and personal safety. Precautions can include:

- **Manage social media account settings** by checking them often and ensuring they are up to date. Be cautious about what you share online and think about your digital professional identity.
- **Do not “friend” or adding a client to your personal social networks;** Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. Consider how to manage friend requests from clients, your own level of self-disclosure whether online or off, and how you will manage interactions with others on your social media accounts. Remember that it is your responsibility as a professional social worker to abide by the Code of Ethics, including virtual communications and using social work values and principles to guide your interactions.
- **Consider what you share online and avoid posting photographs or content** that imply unprofessional behavior, such as photographs that could suggest to the viewer binge drinking, gambling, sexual behavior, etc.
- **Refrain from listing or sharing personal information**, such as home address, cell phone number, or intimate details about your personal life online.
- **Turn off automatic location check in** on social media posts. Sharing the location of specific agencies or clients publicly could be a direct violation of confidentiality.
- **Consider Practicum Placement Policies and** ask if your practicum site has a policy on social media. If so, review this policy with your Practicum Instructor. If not, what expectation does the agency have regarding the use of social media?

Following these guidelines can help to avoid consequences ranging from negative impact on the reputation and career of individual students, to undermining the reputation of the social work program or public trust in the social work profession. Take some time to review these guidelines and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity and you must be cognizant that your private world has a greater likelihood of becoming public when using social media. Practicum Instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families so we encourage you to consider the personal versus professional role of social media in your life and your Practicum setting.

Ref: School of Social Work, University of Wisconsin-Madison (2013) <https://socwork.wisc.edu/using-social-media-social-work-stude>

## **V. CSWE Educational Policy and Accreditation Standards:**



COUNCIL ON SOCIAL WORK EDUCATION

### **Educational Policy and Accreditation Standards<sup>2</sup>**

**Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards**

**Final 2022 Educational Policy (EP)**

**Developed by CSWE Commission on Educational Policy (COEP)**

**Approved by the CSWE Board of Directors**

### COUNCIL ON SOCIAL WORK EDUCATION EPAS

Council on Social Work Education

2022 Educational Policy and Accreditation Standards Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions as having a level of performance, integrity, and quality that entitles them to the confidence of the educational community and the public they serve. The Commission on Accreditation (COA) of the Council on Social Work Education (CSWE) is recognized by the Council for Higher Education Authority to accredit baccalaureate and master's degree programs in social work education in the United States and its territories. The COA is responsible for formulating, promulgating, and implementing the accreditation standards for baccalaureate and master's degree programs in social work, for ensuring the standards define competent preparation, and for confirming that accredited social work programs meet the standards. To this end, CSWE's COA administers a multistep accreditation process that involves program self-studies and benchmarks, site visits, and COA reviews.

The accreditation review process provides professional judgments on the quality of a social work education program in an institution. These findings are based on applying the Educational Policy and Accreditation Standards (EPAS) promulgated by the Commission on Educational Policy (COEP) and the COA. The essential purpose of the accreditation process is to provide a professional judgment of the quality of the program offered and to encourage continual improvement. Moreover, systematic examination of compliance with established standards supports public confidence in the quality of professional social work education and in the competence of social work practice.

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## EPAS Revision Process

The COA and the COEP are responsible for revising the EPAS. The revision takes place in accordance with the CSWE bylaws, which mandate that the policy statement be reviewed by COEP “at periodic intervals not to exceed 7 years.” CSWE’s recognition by the Council for Higher Education Authority also requires that accreditors have a process whereby standards are reviewed periodically by the COA.

The most recent standards review process took more than 5 years and resulted in three drafts issued for public review and comment. The intent of the COA and the COEP was to solicit feedback from as many constituents as possible in as many ways as possible. The COEP and the COA would like to thank the programs, individuals, organizations, and communities of interest that provided feedback on all of the drafts. The educational policy, which details the new social work competencies for the 2022 EPAS, was developed by COEP and approved by the CSWE Board of Directors. The accreditation standards were developed and approved by the COA. Programs that have reaffirmation reviews in October 2017 or later will use the 2022 EPAS to prepare their self-studies, please visit [www.cswe.org/Accreditation](http://www.cswe.org/Accreditation) or send an e-mail to [accreditation@cswe.org](mailto:accreditation@cswe.org).

### Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master’s, and doctoral levels shapes the profession’s future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning, and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master’s level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals, (2) explicit curriculum, (3) implicit curriculum, and (4) assessment. The educational policy and the accreditation standards are conceptually linked to each other.

Educational Policy describes each curriculum feature. Accreditation standards are derived from the Educational policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy.

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social

worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning.

Competency-based education is an outcomes-oriented approach to curriculum design. The goal of the outcomes approach is to ensure that students are able to demonstrate the integration and application of the competencies in practice. In EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

Using a curriculum design that begins with the outcomes, expressed as the expected competencies, programs develop the substantive content, pedagogical approach, and educational activities that provide learning opportunities for students to demonstrate the competencies.

Assessment of student learning outcomes is an essential component of competency-based education. Assessment provides evidence that students have demonstrated the level of competence necessary to enter professional practice, which in turn shows programs are successful in achieving their goals. Assessment information is used to improve the educational program and the methods used to assess student learning outcomes.

Programs assess students' demonstration of competence. The assessment methods used by programs gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multi-

dimensional, the assessment methods used by programs and the data collected may vary by context.

## **Competency-Based Education**

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being.

The nine Social Work Competencies are listed below. Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the

distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.

Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

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

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

Social workers:

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

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

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion.

The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status,

marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power.

Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power, resulting in systemic oppression.

Social workers:

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

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective.

Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

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

## **Competency 5: Engage in Policy Practice**

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

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

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

Social workers:

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

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.

Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision-making.

Social workers:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities.

Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to

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

Social workers:

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

### ***Code of Ethics of the National Association of Social Workers***

Briar Cliff University's social work program is required by the Council on Social Work Education to foster and evaluate the development of professional behavior for all students in the social work program. The social work program bears a responsibility to the community at large to produce professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work appropriate to their level of education.

The values of the profession are codified in the NASW Code of Ethics. Given this context, all students enrolled in Baccalaureate level social work courses at BCU are expected to exhibit the standards of behavior outlined below, which are known as the Briar Cliff University's Social Work Program Professional Requirements. The professional requirements of Briar Cliff University's social work program and Practicum are designed to ensure that those individuals who graduate from the BSW program meet the requirements of a baccalaureate level prepared professional social worker. Attention to these standards will be paid by faculty responsible for assessing course performance, by practicum instructors, faculty advisors, staff, and by others with whom students interact within the Briar Cliff University Social Work community.

Please see the link below to review the National Association Social Work Ethics.

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

## **VI: OUTCOME/CORE COMPETENCY BASED PRACTICUM EDUCATION PROCESS**

### **Essential components of Outcome/Core Competency Based Education:**

1. Precise learning objectives are defined in terms of practice behavioral outcomes known to both the learner and the instructor alike.
2. Both instructor and student are held accountable for meeting the specified competencies at the required level.
3. Instruction is individualized so as to be self-paced.
4. The learner is assessed in terms of his/her attainment of competency.
4. Outcome/Core Competency Based Education has a varied experiential base. That is, there are a number of possible paths of educational alternatives to reach a specified competency.
6. Learning objectives, strategies, and outcomes are the nuts and bolts of competency-based field instruction.
7. Learning is to be student centered. Provision is made to consider student differences such as learning styles, accumulated experiences, content knowledge and skills already possessed.

### **Outcome/Competency Based Education (OCBE) Overview:**

- A. The Briar Cliff University Outcome/Core Competencies are located in the syllabi and the Practicum Manual. Students have been practicing these core competencies throughout the social work curriculum. Students and practicum instructors will create a *Competency Practice Behavior and Learning Plan* in which they will identify how they will practice and demonstrate a beginning generalist proficiency in the 9 core competencies as required by the Council on Social Work Education (CSWE), the Bachelor of Social Work accreditation body.
- B. **Student Preliminary Assessment:** The intern reviews the nine outcome/core competencies and writes out a brief description of their personal assessment of their competency level for each of the nine (9) outcome/competencies in Introduction to Practicum and then later in Practicum. Both are placed on the portfolio to see the students growth in each competency.

**C. Learning Plan:** During the first couple weeks of internship the student and the practicum instructor develop a *Competency Practice Behavior and Learning Plan*. This Learning Plan is a contract between the student and agency that defines tasks, duties, and/or activities for each of the nine competencies that will allow students to satisfactorily demonstrate each competency. The Learning Plan is intended to be an individualized, flexible, working document. Changes are negotiable throughout the semester internship.

The Learning Plan will be structured around the Generalist Competencies which emphasize the application of knowledge and practice in the areas of professionalism, values and ethics, critical thinking, diversity, social and economic justice, research informed practice, human behaviors and social environment, policy, shaping practice and engagement, assessment, intervention and evaluation. In accordance with the CSWE standards. (See Appendix III)

Examples of duties that demonstrate the understanding of the Generalist Competencies may include demonstrating an understanding of and/or ability to complete the following:

- Assessing a client or community's needs.
- Case management.
- Group work: planning/co-facilitating psycho-educational/support groups.
- Completing social histories.
- Empowering clients, communities and systems of all sizes.
- Research, contacting and utilizing community resources.
- Supportive individual, group and family counseling under clinician supervision
- Conducting interviews with individuals, families, and systems of all sizes.
- Implementing intervention plans.
- Evaluating effectiveness of interventions and/or programs.
- Keeping concise and accurate records.
- Collaborating with colleagues and managing a workload.

The Director of Practicum Education or Designated Practicum Liaison will review and approve the *Learning Plan* by the third week of the internship.

Both online and on-campus will follow the Learning Plan and continue to monitor the progress and the learning objectives.

**D. Evaluation:** There will be a mid-semester and end-of-semester/internship evaluation. First, the student and the Practicum instructor review the documentation of accomplishment of the planned learning strategies for the outcomes/competencies (*Competency Practice Behavior and Learning Plan*). There will be an evaluation of practicum process developed for monitoring and grading.

**Grading is based on the degree to which the student met the learning strategies as determined at the beginning of the semester or changed during the semester**

**and the overall learning and accomplishments of the student intern. The *Learning Plan* is the tool for developing and tracking.**

- E. The above described program which enables a social work practicum student to achieve a set of specific competencies does not totally insure an effective generalist social worker. Each student must strive to be a competent, beginning level generalist social worker by blending and balancing their unique personalities with the disciplines of their new profession.

### **Practicum and Outcome/Core Competency Grading**

Internship placements offer a variety of opportunities for students to integrate knowledge, skills, values and ethics learned in the classroom and to gain beginning generalist social work experience with individuals, families, groups, communities/organizations. During the internship selection process students indicate a choice for an internship placement which most matches BCU's educational program and their own learning needs.

It is expected that student interns will have a variety of social work opportunities to work with different sizes and types of clientele, including individuals, families, groups, communities/organizations.

Student interns, working with their practicum instructor, will contract specific learning strategies for the nine outcome/competencies for the internship detailed in the *Learning Plan*. It is expected that senior students will acquire intern learning proficiency for each competency objective over the duration of the internship.

At the end of the semester, the student intern, practicum supervisor and the Director of practicum Education will each grade the student, using the learning strategies in the *Learning Plan* as the basis for the field education grade.

Students will receive a grade of A, A-, B+, B, B-, C, D, or F, based on the evaluation of completed learning strategies for each outcome/competency. The final internship grading weight will be as follows: student (10%), field instructor (30%), and Director of Practicum Education (60%), There will also be an opportunity for the student and the Practicum supervisor to give an overall grade for the intern.

**Briar Cliff University  
Social Work Field Practicum Grading Rubrics**

<b>A</b> Excellent	<b>A-</b>	<b>B+</b> Above Average	<b>B</b> Average	<b>B-</b>	<b>C</b> Below Average	<b>D</b> Unsatisfactory
			<b>Indicates some problem or difficulty that needs discussion with field coordinator.</b>		<b>Student acts like s/he doesn't want to be at agency; general lack of interest; doesn't engage</b>	<b>Probable termination from social work program (see Social Work Field Manual)</b>

**It is expected that the social work student practicum student progresses as the semester advances.**

**Please grade the student intern according to the following expectations:**

**Weeks 1-5: Demonstrates beginning generalist social work intern practice, understanding, and knowledge.**  
 Open to learning and using new information and applying new skills.  
 Accepts personal responsibility for learning.  
 Asks appropriate questions and presents self in professional manner.  
 Seeks and uses instruction/supervision.  
 Completes/progresses on planned Outcome/Core Competency Learning Strategies as opportunities were available.

**Weeks 6-10: Demonstrates beginning generalist social work intern practice, with increased application of knowledge, responsibility, and learned skills.**  
 Actively participates in agency mission and service and contributes to overall goals of agency.  
 Uses input and guidance of field instructor and other agency staff.  
 Demonstrates professionalism in manner, work, and relationships.  
 Initiates and completes planned Outcome/Core Competency Learning Strategies as opportunities were available.

**Weeks 11-15: As the semester and school year end, demonstrates a readiness to enter the professional field as a beginning generalist social work practitioner.**  
 Has developed professional self-awareness.  
 Demonstrates ability to work independently as needed.  
 Demonstrates the acceptance and use of basic social work values, ethics, and principles.  
 Uses supervision appropriately.  
 Terminates field experience and responsibilities with clients and staff appropriately.  
 Initiates and completes planned Outcome/Core Competency Learning Strategies as opportunities were available.

# APPENDIX

APPENDIX A

**Competency Practice Behavior and Learning Plan**

To be developed at the beginning of the practicum experience with student and Practicum Instructor. Develop at least one activity that details how you will learn and practice each Core Competency. Describe your method of documentation that the activity/learning objective was accomplished. Add to grid as needed.

**Briar Cliff University Department  
of Social Work Learning Plan**

<b>Student:</b>		<b>Semester /year:</b>	
<b>practicum Instructor: (The Social Worker supervisor)</b>		<b>Task Supervisor: (if applicable)</b>	
<b>Agency:</b>		<b>Phone:</b>	
<b>Address:</b>		<b>Email:</b>	

This Learning Plan and practicum Evaluation is based on the nine competencies students are expected to demonstrate upon finishing their internship. Each competency has identified practice behaviors specific to the competency.

The **practicum instructor (the social worker supervisor) and/or Task Supervisor** will help the student identify practice opportunities, including timelines, related to the competency which will be identified and assessed during the semester. The practice behaviors are closely related to each other and may be addressed with the same internship activities. You should **refer to the Learning Plan each week in supervision** and update it as practicum activities change.

- ❖ This evaluation presents an opportunity for the practicum director to evaluate the student’s growth and development of the nine competency areas developed by the Council on Social Work Education. By the end of the practicum students demonstrate competency in each of the following arenas of performance as a foundation level social worker.

- ❖ For students who do not demonstrate the designated benchmark in any practice behavior, please indicate, in the instructor's comments, specific plans to support student need for development in these areas.
- ❖ For students who **are unable to meet the benchmark on practice behaviors across three or more competencies, a remedial plan may be required.** If there is a need for a remedial plan to assist the student in achieving a competency, the faculty practicum director will meet with the student and practicum instructor to develop the plan. The Final practicum Evaluation will ask you to evaluate skill development in each of these areas.
- ❖ All scores and comments should be in **typed** format!

For each evaluation item, please rate the student accordingly to the following scale:

**5 - Superior/Advanced Competence.** Demonstrates the ability to function independently with very high levels of awareness, knowledge and/or skill; overall work quality/task completion is exceptional, suggesting mastery of the practice behavior. Exceptional ability to conceptualize, analyze, evaluate, and synthesize multiple sources of information generated by observation, reflection, and reasoning. Demonstrates excellent regulation of emotions to limit influence on thinking and behavior. Superior perception and discernment of multiple sources to form an opinion.

**4 - Above Average Competence.** Demonstrates moderate-to-high levels of awareness, knowledge and/or skill; overall work quality/task completion exceeds basic practice standards and the level of competence is above average, suggesting additional guidance in key areas would promote mastery. Moderate to high ability to conceptualize, analyze, evaluate, and synthesize multiple sources of information generated by observation, reflection, and reasoning. Demonstrates above average regulation of emotions to limit influence on thinking and behavior. Very good perception and discernment of multiple sources to form an opinion.

**3. Basic Competence.** Demonstrates acceptable levels of awareness, knowledge and/or skill; overall work quality/task completion meets basic practice standards, but the level of competence is somewhat rudimentary, suggesting additional training and guidance may be beneficial. Adequate ability to conceptualize, analyze, evaluate, and synthesize multiple sources of information generated by observation, reflection, and reasoning. Demonstrates average regulation of emotions to limit influence on thinking and behavior. Good capacity to perceive and discern multiple sources to form an opinion.

**2. Below Average Competence.** Demonstrates levels of awareness, knowledge and/or skill that are below basic practice standards; overall work quality/task completion is below acceptable standards and the degree of competence is lacking, suggesting the need for additional training and consideration of corrective action. Minimal ability to conceptualize, analyze, evaluate, and synthesize multiple sources of information generated by observation, reflection, and reasoning. Below average regulation of emotions to limit influence on thinking and behavior. Insufficient perception and discernment of multiple sources to form an opinion.

**1. Poor / Unacceptable Competence.** Demonstrates unacceptable levels of awareness, knowledge and/or skill; overall work quality/task completion is exceedingly poor and the degree of competence is very seriously lacking, requiring corrective action. Negligible ability to conceptualize, analyze, evaluate, and synthesize multiple sources of information generated by observation, reflection, and. Poor regulation of emotions to limit influence on thinking and behavior. Deficient perception and discernment of multiple sources to form an opinion.

***3.0 - Desired average benchmark for first half of practicum  
half of practicum***

***4.0 - Desired average benchmark for last  
half of practicum***

Comments by supervisor(s) are encouraged to be made under any competency area. Please be sure to indicate those areas in which you think the student is particularly strong and those areas that need improvement. This evaluation is intended to give the student feedback about her or his performance.

**Final scores will contribute to the determination of final grade (A-F). The points are added into other required assignments. Please remember to sign this evaluation when finished scoring.**

Competency 1.0 –Demonstrate Ethical and Professional Behavior.

**EPAS Competency 2.1.1**

<b>Practice Behaviors</b>	<b>Internship Activities</b>	<b>Identify timeline with each practice behavior:  By Midterm  By Final</b>	Use these instruments or others to measure...be specific.  <ul style="list-style-type: none"><li>• Observation</li><li>• Journal</li><li>• Discussion</li><li>• Documentation</li><li>• Assignments</li><li>• Reading</li><li>• Supervision</li></ul>
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<ul style="list-style-type: none"><li>• Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research and additional codes of ethics appropriate to context.</li><li>• Demonstrate professional demeanor in behavior; appearance and oral and written, and electronic communication.</li><li>• Use technology ethically and appropriately to facilitate outcomes</li><li>• Use supervision and consultation to guide professional judgement and behavior</li></ul>			
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EVALUATION		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	pracitcum Instructor	Task Supervisor	Student	pracitcum Instructor	Task Supervisor
1	Make ethical decisions by applying the standards of NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research and additional codes of ethics appropriate to context.						
2	Demonstrate professional demeanor in behavior; appearance and oral and written, and electronic communication.						
3	Use technology appropriately and ethically to facilitate practice outcomes.						
4	Use supervision and consultation to guide professional judgement and behavior.						
<b>AVERAGE SCORE</b>							
<b>Practicum Instructor's/Task Supervisor Mid-Term Comments:</b>							
<b>Practicum Instructor's/ask Supervisor Final Comments:</b>							

**Competency 2.0 –Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

**EPAS Competency 2.1.2**

<p><b>Practice Behaviors</b></p>	<p><b>Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long-term goals.</b></p>	<p><b>Identify timeline with each practice behavior:  By Midterm  By Final</b></p>	<p>• <b>Instrument used to measure <u>each practice</u> behavior, Be specific, you may use more than one.</b></p> <p><b>Observation Journal Discussion Documentat ion Assignment s Reading Supervision</b></p>
<ul style="list-style-type: none"> <li>• Advocate for human rights at the individual, family, group, organizational and community system levels.</li> </ul>			
<ul style="list-style-type: none"> <li>• Engage in practices that advance human rights and promote social, racial, economic and environmental justice.</li> </ul>			



**Competency 3.0 – Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice**

**EPAS Competency 2.1.3**

<p><b>Practice Behaviors</b></p>	<p><b>Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long-term goals.</b></p>	<p><b>Identify timeline with each practice behavior:  By Midterm  By Final</b></p>	<p><b>• Instrument used to measure <u>each practice</u> behavior, Be specific, you may use more than one.  Observation Journal Discussion Documentation Assignments Reading Supervision</b></p>
<ul style="list-style-type: none"> <li>• Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community research and policy levels</li> </ul>			
<ul style="list-style-type: none"> <li>• Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</li> </ul>			

EVALUATION		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Practicum Instructor	Task Supervisor	Student	Practicum Instructor	Task Supervisor
1	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community research and policy levels						
2	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.						
<b>AVERAGE SCORE</b>							
<b>Practicum Instructor's/Task Supervisor Mid-Term Comments:</b>							
<b>Practicum Instructor's/ask Supervisor Final Comments:</b>							

**Competency 4.0 – Engage in Practice Informed Research and Research-Informed practice**

**EPAS 2.1.4**

<p><b>Practice Behaviors</b></p>	<p><b>Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long-term goals.</b></p>	<p><b>Identify timeline with each practice behavior:</b></p> <p><b>By Midterm</b></p> <p><b>By Final</b></p>	<ul style="list-style-type: none"> <li><b>Instrument used to measure <u>each practice</u> behavior, Be specific, you may use more than one.</b></li> </ul> <p><b>Observation Journal Discussion Documentation Assignments Reading Supervision</b></p>
<ul style="list-style-type: none"> <li>Apply research findings to inform and improve practice, policy, and programs</li> </ul>			
<ul style="list-style-type: none"> <li>Identify ethical culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.</li> </ul>			

EVALUATION		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Practicum Instructor	Task Supervisor	Student	Practicum Instructor	Task Supervisor
1	Apply research findings to inform and improve practice, policy, and programs						
2	Identify ethical culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.						
	<b>AVERAGE SCORE</b>						
<b>Practicum Instructor's/Task Supervisor Mid-Term Comments:</b>							
<b>Practicum Instructor's/ask Supervisor Final Comments:</b>							

**Competency 5.0 – Engage in Policy Practice E**

**PAS Competency 2.1.5**

<p><b>Practice Behaviors</b></p>	<p><b>Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long-term goals.</b></p>	<p><b>Identify timeline with each practice behavior:  By Midterm  By Final</b></p>	<p><b>Instrument used to measure <u>each</u> <u>practice</u> behavior. Be specific, you may use more than one.</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Journal</li> <li>• Discussion</li> <li>• Documentation</li> <li>• Assignments</li> <li>• Reading</li> <li>• Supervision</li> </ul>
<ul style="list-style-type: none"> <li>• Use social justice and anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.</li> </ul>			
<ul style="list-style-type: none"> <li>• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</li> </ul>			

EVALUATION		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Practicum Instructor	Task Supervisor	Student	Practicum Instructor	Task Supervisor
1	Use social justice and anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.						
2	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.						
<b>AVERAGE SCORE</b>							
<b>Practicum Instructor's/Task Supervisor Mid-Term Comments:</b>							
<b>Practicum Instructor's/ask Supervisor Final Comments:</b>							

**Competency 6.0 – Engage with individuals, Families, Groups, Organizations and Communities.**

**EPAS 2.1.6**

<p><b>Practice Behaviors</b></p>	<p><b>Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long-term goals.</b></p>	<p><b>Identify timeline with each practice behavior:</b>   <b>By Midterm</b>   <b>By Final</b></p>	<p><b>Instrument used to measure <u>each</u> <u>practice</u> behavior, Be specific, you may use more than one.</b></p> <ul style="list-style-type: none"> <li>• <b>Observation</b></li> <li>• <b>Journal</b></li> <li>• <b>Discussion</b></li> <li>• <b>Documentation</b></li> <li>• <b>Assignments</b></li> <li>• <b>Reading</b></li> <li>• <b>Supervision</b></li> </ul>
<ul style="list-style-type: none"> <li>• Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.</li> </ul>			
<ul style="list-style-type: none"> <li>• Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</li> </ul>			

EVALUATION		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Practicum Instructor	Task Supervisor	Student	Practicum Instructor	Task Supervisor
1	Apply knowledge of human behavior and person-in- environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.						
2	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.						
<b>AVERAGE SCORE</b>							
<b>Practicum Instructor's/Task Supervisor Mid-Term Comments:</b>							
<b>Practicum Instructor's/ask Supervisor Final Comments:</b>							

**Competency 7.0 – Assess Individuals Families, Groups, Organizations, and Communities.**

**EPAS Competency 2.1.7**

Practice Behaviors	<p align="center"><b>Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long-term goals.</b></p>	<p><b>Identify timeline with each practice behavior:</b></p> <p><b>By Midterm</b></p> <p><b>By Final</b></p>	<p><b>Instrument used to measure <u>each practice</u> behavior, Be specific, you may use more than one.</b></p> <ul style="list-style-type: none"> <li>• <b>Observation</b></li> <li>• <b>Journal</b></li> <li>• <b>Discussion</b></li> <li>• <b>Documentation</b></li> <li>• <b>Assignments</b></li> <li>• <b>Reading</b></li> <li>• <b>Supervision</b></li> </ul>
<ul style="list-style-type: none"> <li>• Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.</li> </ul>			
<ul style="list-style-type: none"> <li>• Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</li> </ul>			

EVALUATION		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Practicum Instructor	Task Supervisor	Student	Practicum Instructor	Task Supervisor
1	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.						
2	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed -upon plan.						
	<b>AVERAGE SCORE</b>						
<b>Practicum Instructor's/Task Supervisor Mid-Term Comments:</b>							
<b>Practicum Instructor's/ask Supervisor Final Comments:</b>							

**Competency 8.0 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

**EPAS 2.1.8**

<p><b>Practice Behaviors</b></p>	<p><b>Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long-term goals.</b></p>	<p><b>Identify timeline with each practice behavior:  By Midterm  By Final</b></p>	<p><b>Instrument used to measure <u>each</u> practice behavior, Be specific, you may use more than one.</b></p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Journal</li> <li>• Discussion</li> <li>• Documentation</li> <li>• Assignments</li> <li>• Reading</li> <li>• Supervision</li> </ul>
<ul style="list-style-type: none"> <li>• Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.</li> </ul>			
<ul style="list-style-type: none"> <li>• Incorporate culturally resources methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</li> </ul>			

EVALUATION		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Practicum Instructor	Task Supervisor	Student	Practicum Instructor	Task Supervisor
1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.						
2	Incorporate culturally resources methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.						
<b>AVERAGE SCORE</b>							
<b>Practicum Instructor's/Task Supervisor Mid-Term Comments:</b>							
<b>Practicum Instructor's/ask Supervisor Final Comments:</b>							

**Competency 9.0 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

**EPAS Competency 2.1.9**

<p><b>Practice Behaviors</b></p>	<p><b>Internship Activities with Timeline (What do you want to learn and practice?) Be specific and realistic with short term and long-term goals.</b></p>	<p><b>Identify timeline with each practice behavior:  By Midterm  By Final</b></p>	<p><b>Instrument used to measure <u>each</u> <u>practice</u> behavior, Be specific, you may use more than one.</b></p> <ul style="list-style-type: none"> <li>• <b>Observation</b></li> <li>• <b>Journal</b></li> <li>• <b>Discussion</b></li> <li>• <b>Documentation</b></li> <li>• <b>Assignments</b></li> <li>• <b>Reading</b></li> <li>• <b>Supervision</b></li> </ul>
<ul style="list-style-type: none"> <li>• Select and use culturally responsive methods for evaluation of outcomes.</li> </ul>			
<ul style="list-style-type: none"> <li>• Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</li> </ul>			

EVALUATION		Mid-Term Evaluation			Final Evaluation		
See Front Page for Scoring		Student	Practicum Instructor	Task Supervisor	Student	Practicum Instructor	Task Supervisor
1	Select and use culturally responsive methods for evaluation of outcomes.						
2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.						
	<b>AVERAGE SCORE</b>						
<b>Practicum Instructor's/Task Supervisor Mid-Term Comments:</b>							
<b>Practicum Instructor's/ask Supervisor Final Comments:</b>							

## MID-TERM EVALUATION

### MIDTERM EVALUATION SCORES (3.0 Average Benchmark)

*Average of Student Self-Report:*

Average of Social Work Supervisor/Task Supervisor:

**Average of two scores:**

### PRACTICUM HOURS

**Current Number of Practicum Hours:**

#### Mid-Term Comments

Student's strengths:

Student's areas for improvement:

#### Signatures

Student

Date:

practicum Instructor / Task Supervisor

Date:

Director of Practicum Education / Designated Practicum Liaison

Date

**All signatures are REQUIRED before you hand them in. Always keep a copy of this Learning Plan & Practicum Evaluation**

Final Evaluation Scores (3.5 Benchmark)

**FINAL EVALUATION**

**FINAL EVALUATION SCORES (3.0 Average Benchmark)**

**PRACTICUM HOURS**

Average Student Self-Report:

Total Number of agency-based hours:

Average Social Work Supervisor/Task Supervisor:

Practicum Seminar Hours: 25

Average of two scores:

Total Number of Practicum Hours:

Final Comments
Student's strengths:
Student's areas for improvement:

I agree with the final evaluation.	I do not agree with the final evaluation. *

Signatures	
Student:	Date:
Practicum Instructor/Task Supervisor	Date:
Director of Practicum Education / Designated practicum Liaison	Date:

*All signatures are REQUIRED before you hand them in. Always keep a copy of this Learning Plan & Practicum Evaluation*

**Authorization of Release**

I \_\_\_\_\_ authorize Briar Cliff University to release the contents of this Learning Plan & practicum Evaluation upon request for post-secondary graduate program admission purposes.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX B**

**Social Work Practicum Agency Visit  
Reflection/Observation**

**Date:**

**Agency Visited:** \_\_\_\_\_

**Name(s) and Position of Staff:** \_\_\_\_\_

**Description of Agency Services:**

**Description of Agency Services Available for Practicum:**

**Name of Supervisor, if known:**

**Degree of Supervisor:**

**I would be interested in doing an internship at this agency.**

**I would not be interested in doing an internship at this agency.**

**I am uncertain at this time.**

**Explain your reason:**

**Other Comments:**

**APPENDIX C**

**BRIAR CLIFF UNIVERSITY SOCIAL WORK  
STUDENT SELECTION FOR PRACTICUM PLACEMENT**

**Please type**

**Please complete the following information and return to your BCU Professor**

Student Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_ email \_\_\_\_\_

Internship agency (official name) \_\_\_\_\_

Complete Address \_\_\_\_\_

Telephone \_\_\_\_\_ Supervisor \_\_\_\_\_

Email \_\_\_\_\_ Degree Initials \_\_\_\_\_

I chose this agency because:

\_\_\_\_\_

\_\_\_\_\_

**My goals for my senior social work internship at this time are the following:**

(Minimum of 3 goals)

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

**Keep a copy for yourself. You will also want to share your goals verbally with your supervisor at the practicum contract.**

## APPENDIX D Affiliation agreement

### BRIAR CLIFF UNIVERSITY PRACTICUM EDUCATION AFFILIATION AGREEMENT

This Agreement, entered into this \_\_\_\_\_ day of \_\_\_\_\_ between \_\_\_\_\_ located in \_\_\_\_\_ (hereinafter referred to as the 'Facility'), and Briar Cliff University (hereinafter referred to as 'BCU').

#### BACKGROUND

The purpose of this AGREEMENT is to guide and direct the parties respecting their affiliation, working arrangements, and agreement to provide high-quality learning experiences for students in social work professions and allow them, through their participation in social work service delivery.

BCU has established (an) approved clinical and/or practicum experience(s) for students within health care professions as designated by the specific academic program (as defined in Addendum A) covered by this Agreement. BCU is ultimately responsible for the academic program, academic affairs, education/assessment of students, and appointment/assignment of faculty with responsibility for teaching. BCU has the authority to ensure faculty and student access to appropriate resources for student education.

The programming described in this agreement requires facilities where students can obtain the clinical learning experience required in its curriculum. The Facility has the clinical setting(s) and equipment needed by participating students as part of their practical learning experience and agrees to share responsibility with BCU for creating and maintaining an appropriate learning environment.

NOW, THEREFORE, in consideration of the foregoing and of the mutual promises set forth herein, BCU and the Facility agree as follows:

#### 1. RESPONSIBILITIES OF THE FACILITY

1.1 The Facility shall provide clinical experience situations and access to appropriate associated resources as required by the Program's curriculum and in accordance with the objectives to be provided by BCU.

1.2 The Facility shall retain all responsibility for the operation of the clinical setting and the delivery of patient care.

1.3 The Facility shall designate appropriate personnel to coordinate the students' clinical learning experience. The Facility will provide orientation to students as to the Facility's rules and policies that are applicable.

1.4 The Facility's staff should assist in the assessment of student performance and complete the student assessments in a timely fashion.

1.5 The Facility shall retain the right to remove from or deny access to its facility to:

- a. any student whose achievement, progress or adjustment does not warrant continuation of study at the Facility,
- b. any student or faculty member who fails to conform to the applicable rules, regulations, or code of conduct of the Facility, or
- c. any student or faculty member whose professional or social conduct is, in the opinion of Facility personnel, disruptive or otherwise destructive to the established practices or philosophy of the Facility or its standing in the community.

Such action shall be reported immediately to the Program Director.

1.6 The Facility shall provide emergency care for BCU's students in the event of emergencies occurring while students are on duty, including exposure to an infectious or environmental hazard or other occupational injury. Exposure evaluation, treatment, and follow-up will follow procedures established for employees of the Facility. The Facility shall make these procedures available to the Program upon request.

1.7 The Facility assumes no financial responsibility for the medical care and treatment of students. Students shall be responsible for all costs associated with the provision of emergency healthcare.

## 2. SHARED RESPONSIBILITIES OF BCU AND THE FACILITY

2.1 BCU and the Facility shall share responsibility for creating and maintaining a professional learning environment that promotes the development of appropriate professional attributes in students.

3. RESPONSIBILITIES OF BCU

3.1 BCU shall retain ultimate responsibility for the education and assessment of its students. BCU's representative for this Agreement shall be a department head or faculty member appointed by the BCU, who will be responsible for student teaching and assessment provided pursuant to this Agreement.

3.2 BCU's representative shall provide the Facility with the clinical learning experience(s) and objectives.

3.3 BCU shall provide faculty appointments and assignments for the purposes of student teaching.

3.4 BCU shall require all students and faculty members to abide by the rules, regulations, policies and procedures, standards of conduct and competency requirements of the Facility and to conduct themselves in a professional manner. All students and faculty shall wear the appropriate attire and always display proper identification while on Facility premises.

3.5 BCU shall require its students and faculty to comply with the policies and procedures of the Facility, including those governing the use and disclosure of individually identifiable information under federal law, specifically 45 CFR parts 160 and 164. All information obtained from clients, their records or computerized data is to be held in confidence and no copies of client records shall be made.

3.6 BCU shall require that students and supervising faculty do not identify clients in papers, reports, or case studies without first obtaining permission of the Facility and the client, utilizing the client confidentiality policies and procedures of the Facility. Each student or faculty member abides by the Facility's policies regarding confidentiality and the use of computer systems.

3.7 Student trainees are defined as members of the Facility's workforce, as that term is defined by 45 CFR 150.103, when engaged in activities pursuant to this Agreement. However, the students shall not be considered paid employees of the Facility unless the student has a separate contract with the Facility.

3.8 BCU shall assign to the Facility only those students who have satisfactorily completed all prerequisites in the Program's curriculum.

3.9 BCU acknowledges that all students shall be responsible for their own transportation to and from the Facility and shall abide by all parking rules and regulations while on Facility property.

4. INSURANCE AND INDEMNIFICATION

4.1 BCU agrees that all students will be covered for activities in connection with this Agreement by maintaining in force during the term of this Agreement general liability insurance with coverage limits of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) annual aggregate.

4.2 Upon request, BCU shall furnish the Facility with certificates evidencing compliance with these insurance requirements. Certificates shall further provide for thirty (30) day advance written notice to the Facility of any cancellation of the above coverage.

4.3 The parties agree, with respect to any claim or action arising out of the activities described in this agreement, each party shall only be liable for payment of that portion of all liability, costs, expenses, demands, settlements, or judgments resulting from the negligence, actions, or omissions of its own agents, officers, and employees.

4.4 The Facility agrees to provide prompt written notification to BCU if a legal claim arises involving a student.

5. NONDISCRIMINATION

5.1 The parties agree that neither will discriminate in the performance of this Agreement against any individual on the basis of age, sex, race, color, creed, marital status, sexual orientation, religious belief, national origin, disability, veteran status, or any other legally protected class.

6. TERM AND TERMINATION

6.1 The term of this Agreement shall be three (3) years commencing on \_\_\_\_\_ and terminating on \_\_\_\_\_. This Agreement shall automatically renew for additional terms of one year unless terminated by either party in accordance with this Agreement.

6.2 Either Party may terminate this Agreement upon thirty (30) day written notice to the other Party.

7 INDEPENDENT CONTRACTOR STATUS

7.1 The parties hereby acknowledge that they are independent contractors. In no event shall this agreement be construed as establishing a partnership, joint venture or similar relationship, and nothing herein shall be construed to authorize either party to act as agent for the other. The parties shall be liable for their own debts, obligations, acts, and omissions, including the payment of all required withholding, social security and other taxes or benefits. No student shall look to Facility for any salaries, insurance, or other benefits.

8. CONFIDENTIALITY

8.1 The students and faculty agree to abide by the limitations set forth in the Health Insurance Portability and Accountability Act (HIPAA) as described in 3.5 of this document.

8.2 BCU and the Facility shall abide by the limitations set forth in the Family Educational Rights and Privacy Act (FERPA) and regulations at 34 CFR 99.33 regarding the protection of educational data.

8.3 The parties acknowledge that this agreement allows access to educational data, and agree to hold that information in strict confidence.

8.4 The parties agree not to use or disclose educational data received from or on behalf of either institution except as permitted or required by this agreement, as otherwise required by law, or as authorized in writing by the student.

9. NOTICES

Notices required under this Agreement shall be mailed to the Parties at the following addresses:

THE SCHOOL:

Melanie Berte-Hickey, LMSW, CSW

Director of Social Work Practicum Education

Briar Cliff University

3303 Rebecca Street

Sioux City, IA 51104

THE FACILITY:

IN WITNESS WHEREOF, the Parties have duly executed this Agreement as of date first written above.

**Facility**

By: \_\_\_\_\_

Administrator

Title: CEO/Administrator

**Briar Cliff University**

By: \_\_\_\_\_

Title: Melanie Berte-Hickey, Chair, Social Work Department, Briar Cliff University

By: \_\_\_\_\_

Title: Dr. Brian Peterson, Provost of Briar Cliff University

**APPENDIX E Supervisor Form**

**Briar Cliff University  
Social Work Department**

**Site Supervisor Form**

Practicum (Field) Instructor and BSW/MSW Supervisor Information Sheet

**Briar Cliff University Student Name:**

Student seeking practicum for \_\_\_\_ Fall \_\_ Spring Semester \_\_\_\_ - Year \_\_\_\_

Practicum Instructor Name: \_\_\_\_\_

Practicum Instructor's Title at Agency: \_\_\_\_\_

Practicum Instructor's Credentials: BSW or MSW

Agency/Organization Name:

Agency/Organization Address: \_\_\_\_\_

\_\_\_\_\_

Agency Telephone: \_\_\_\_\_ Field Instructor Email \_\_\_\_\_

Practicum Instructor Telephone \_\_\_\_\_ Text: \_\_\_\_ yes \_\_\_\_ no

Is there the capability of web conferencing \_\_\_yes \_\_\_no

Normally best time of day to communicate: \_\_\_\_\_

Description of Agency/Organization Services: \_\_\_\_\_

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Services available to students for Social Work Internship (i.e., foster care, protective service, family services, medical social work, behavioral mental health, organizational macro, school social work, substance abuse, juvenile court services, etc.):

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Methods routinely used by students under your supervision (check those that apply):

- Social Casework \_\_\_\_\_
- Social Group Work \_\_\_\_\_
- Social Work with Families \_\_\_\_\_
- Social Work with Adolescents \_\_\_\_\_

Community Work \_\_\_\_\_

Expectations of Student Intern:

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**\*Please attach the Practicum instructor's résumé to this form.**

Please return the form to [Melanie.berte-hickey@briarcliff.edu](mailto:Melanie.berte-hickey@briarcliff.edu)

Comments or questions: 515-851-2457.

Thank you,  
Melanie Berte-Hickey, LISW, CSW  
Director of Field Education  
Briar Cliff University  
3303 Rebecca St.  
Sioux City, IA 51104

**APPENDIX F**  
**BRIAR CLIFF UNIVERSITY**  
**PRACTICUM EDUCATION PLACEMENT AGREEMENT**

Social Work Internship Agreement between the Department of Social Work of Briar Cliff  
University and the Student Practicum Agency/Organization

*\*The Briar Cliff University Social Work Practicum Manual is the academic reference for the university's complete explanation and policies for the practicum education. Please complete and sign this contract and email your most current resume to [Melanie.berte-hickey@briarcliff.edu](mailto:Melanie.berte-hickey@briarcliff.edu)*

**Student Name** \_\_\_\_\_

**Agency/Organization** \_\_\_\_\_

**Internship Instructor/Supervisor** \_\_\_\_\_

**Degree/Initials** \_\_\_\_\_ **Degree-Granting Institution:** \_\_\_\_\_

**Years of social work experience post BSW or MSW** \_\_\_\_\_

**Practicum Start Date:** \_\_\_\_\_ **Practicum End Date:** \_\_\_\_\_

**Director of Field Education** Melanie Berte-Hickey, LMSW, or Designated Practicum Liaison

*The Director of Practicum Education/Designated Practicum Liaison Agrees to:*

- Assume responsibility for the overall direction and coordination of the internship program.
- Screen student applicants and assess their readiness for an internship.
- Assist students and agencies in the placement process.
- Assign and approve internship placement based upon the objectives of the educational program and the learning needs of each student.
- Provide guidelines for evaluating the student.

- Coordinate and facilitate midterm and final evaluation meetings.
- Assist the student in applying and integrating theory into practice.
- Act as a resource person for students in regard to questions, resources, and suggestions for learning opportunities.
- Provide orientation and training for agency supervisors/field instructors.
- Be available to students and practicum instructors to facilitate the resolution of problems that may arise.
- Assign a grade for student's internship performance and learning.
- Assume responsibility for removing a student from a placement should that become necessary.

***The Internship Instructor/Supervisor Agrees to:***

- Be prepared to provide student intern with consistent opportunities of self-exploration for growth, change, transformation, and empowerment.
- Offer student interns opportunities to develop and use skills in generalist social work practice with individuals, groups, families, agency, and the community.
- Support and guide the student intern in their general goals for the year and supervise their beginning generalist development in the nine competencies.
- Provide a formal and in person structured supervisory time with student for 30-60 minutes per week.
- Help identify DEIA best practices within the agency.
- Spend additional time practicing with or observing student intern.
- Provide regular positive and development feedback to student intern.
- Allow student to participate in monthly *Practicum Education Seminar Professional Development Sessions*.
- Develop a *Competency Practice Behavior and Learning Plan* with student intern at the beginning of the semester, revise as necessary.
- Completes an evaluation the Learning Plan in the midterm and end of the practicum placement.
- Sign student time sheets monthly.

***The Student Intern Agrees to:***

- Interview with agency practicum instructor to clarify internship educational goals and interests. Provide an updated resume.
- Meet with agency internship instructor/supervisor as required by agency and expectation of BCU program; learn how social work services are provided through the agency to which he/she is assigned; and how this agency is related to other social work services in the community, both public and private.
- Work with individual clients, groups and/or community systems to utilize social work foundation knowledge and practice skills in performing professional tasks.
- Engage as a beginning generalist social worker to become professionally reflective and self-evaluative by identifying, understanding, and accepting his/her attitudes, prejudices, feelings, and practice strengths and limitations, thereby enabling him/her to function in a professional manner.
- Adhere to employee or intern policies of agency.
- Perform practicum social work as requested or agreed upon and complete necessary agency reports and paperwork required for internship practice experience.
- Be aware of the impact of one's own values and ethics and their influence on social work with people of color, women, and other populations at risk.
- Process best practices with your supervisor relating to cultural diversified practices.
- Review, internalize and adhere to the National Association of Social Workers' *Code of Ethics*.
- Be in attendance at the agency until the established completion date of the placement at days and times agreed upon by the student and agency supervisor and, if unable to attend, notify the agency supervisor at the start of the day.

- Attend and participate in monthly *Practicum Education Seminar Professional Development Sessions*.
- Complete 400 agency hours of internship and 25 hours of Practicum Seminar coursework. Total number combined of hours = 425 hours.
- Complete an evaluation of the Learning Plan in the midterm and end of the practicum Placement

**Nondiscrimination Statement:** The agency and the university agree that neither will discriminate against any individual on the basis of age, sex, race, religious belief, national origin, disability, or sexual orientation. This contract may be terminated by the agency or the university without cause, upon providing 30 days written notice.

**SIGNED:**

_____	_____	_____	_____
Student	Date	Practicum Task Supervisor	Date
_____		_____	
Director of Practicum Education	Date	BSW Supervisor	Date

**APPENDIX G**

**ADDENDUM TO PRACTICUM EDUCATION PLACEMENT AGREEMENT**

**Briar Cliff University  
Practicum Education Placement Agreement Addendum**

This Addendum modifies the terms of the Practicum Education Placement Agreement originally executed between Briar Cliff University and....., for the practicum placement of .....

**Effective Date of Addendum:**

**Modifications:**

**1. Change of BSW Supervisor:**

The BSW Supervisor listed in the original agreement, ....., is hereby replaced. The new BSW Supervisor is:

**Name:**

**Degree/Initials:**

**Degree-Granting Institution:**

**Years of Social Work Experience Post-MSW:**

2. **Responsibilities of New BSW Supervisor:** The new BSW Supervisor agrees to fulfill all responsibilities outlined in the original Practicum Education Placement Agreement, including but not limited to providing supervision, guidance, and evaluation of the student intern.
3. **Acknowledgment:**  
All other terms and conditions of the original Practicum Education Placement Agreement remain unchanged and in full force and effect.

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**SIGNATURES**

By signing below, all parties acknowledge and agree to the modifications outlined in this Addendum:

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**Student:**

[Signature] \_\_\_\_\_  
Date: \_\_\_\_\_

**New BSW Supervisor:**

[Signature] \_\_\_\_\_  
Date: \_\_\_\_\_

**Director of Practicum Education/Designated Practicum Liaison:**

[Signature] \_\_\_\_\_  
Date: \_\_\_\_\_

**APPENDIX H**

**Employment-Based Practicum Proposal Form**

Student Name: \_\_\_\_\_ Semester: \_\_\_\_\_

Proposed Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Phone #:

City/State: \_\_\_\_\_

Zip: \_\_\_\_\_

Degree Level (i.e., BSW, MSW): \_\_\_\_\_ Degree Date: \_\_\_\_\_

Degree Granting Institution: \_\_\_\_\_

**Agency:**

Description and Mission of Agency: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Employee Status:    Full-Time    Part-Time    Volunteer    (Circle One)

# Days in work week during practicum: \_\_\_\_\_ Hours per day: \_\_\_\_\_

Job Title and Job Description:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Length of Time Employed:

Student's Current Supervisor





