



## MSW Practicum Education Handbook

**School of Social Work  
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**Dear Bronco Scholars,**

Social work is a profession grounded in a comprehensive body of knowledge, skills, values, and both cognitive and affective abilities. It is dedicated to resolving social problems and enhancing social functioning within your client system(s). Practicum education serves as the cornerstone of both the Generalist and Specialization Curricula at Fayetteville State University's School of Social Work. While classroom learning emphasizes foundational knowledge and theoretical principles for practice, the practicum curriculum immerses you in real-world challenges and opportunities. It will equip you to assess diverse situations, develop culturally responsive interventions, and implement and evaluate solutions that address the needs of individuals, families, groups, organizations, and communities. In your practicum, you will have the opportunity to apply social work techniques in various human service settings, gaining hands-on experience that bridges theory and practice.

Your practicum experience provides a unique opportunity to:

1. Build on and apply principles, concepts, and theories from your coursework.
2. Develop discipline and insight into your professional use of self.

The specifics of your practicum competencies are outlined in the student learning plans. As Bronco Scholars, you will practice in a wide range of agencies, including community development organizations, family and children's services, legislative and administrative settings, medical and rehabilitative services, mental health services, programs for older adults, and other specialized environments. You will work with clients from diverse backgrounds, considering how factors such as age, ethnicity, gender, national origin, race, religion, and other differences impact your practice. You are about to embark on one of the most exciting and transformative experiences of your journey as a professional social worker, the practicum. This hands-on learning experience will allow you to apply classroom knowledge to real-world scenarios, helping you grow as a practitioner and deepen your commitment to the profession.

This handbook has been designed to provide you with essential information to ensure a successful practicum experience. Please take time to familiarize yourself with its contents. Should you have any questions or concerns at any point, do not hesitate to reach out to the Practicum Education Directors.

Wishing you an exciting and rewarding practicum experience.

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## **Introduction**

### **About Practicum Education**

Practicum education is closely integrated with all aspects of the social work program curriculum and is an integral component of the curriculum; it is consistent with the program's goals and objectives. The practicum experience reinforces identification with the profession's purposes, values, and ethics in a real-world setting where the student can translate classroom experiences into beginning-level professional practice. The student can begin integrating empirical and practice-based knowledge in a carefully chosen organizational setting. The student can develop professional competence by transforming the abilities and knowledge gained in social work courses into action.

Practicum Education is an integral component of social work education at FSU. The mission, goals, objectives, foundation curriculum, advanced curriculum, and policies and standards of the CSWE govern the program. The Practicum Education experience affords students the opportunity to promote the development of professional competence and integrate and apply knowledge, skills, and values of generalist and advanced social work practice. It is designed to enable students to demonstrate competence in the CSWE's nine core competencies.

### **Mission Statements**

#### **The School of Social Work Mission Statement**

The School of Social Work at Fayetteville State University (FSU) prepares competent social work professionals at the undergraduate and graduate levels, fosters a culture of belonging, and champions diversity and inclusion. We promote lifelong learning and enhance the well-being of individuals, children, and families residing in rural, urban, and military communities throughout North Carolina and globally.

#### **Our Vision**

The School of Social Work at Fayetteville State University envisions preparing graduates who lead with expertise, empathy, and a commitment to belonging, diversity, and inclusion. We strive to promote the well-being of individuals, families, and communities, especially in rural, urban, and military contexts. Our goal is to equip students with the skills and values needed to drive social change, foster inclusion, and enhance human dignity locally and globally.

#### **Our Values**

At Fayetteville State University's School of Social Work, our vision and mission are guided by the core values of the university, the College of Humanities and Social Sciences, and the social work profession. We are committed to fostering a culture of belonging, diversity, inclusion, service, innovation, and academic excellence. We empower students to become compassionate and skilled change-makers. Rooted in social justice, dignity, and the worth of the person, our programs address the unique needs of rural, urban, and military communities. Through individualized mentoring and meaningful community involvement, we emphasize equity and nurture a sense of belonging for all. Our graduates are equipped to lead with integrity in a globalized world, foster transformative social change, and improve the well-being of others while adopting professional self-care as an ethical standard in effective social work practice.

### **The Mission of the Master of Social Work Program**

The mission of the Master of Social Work Program (MSW) at Fayetteville State University (FSU) is consistent with the profession's purpose to prepare students for advanced social work practice and leadership with a focus on issues concerning children, families, the military, and mental health. The program is designed to prepare students to practice with individuals, families, groups, communities, and organizations in rural, urban, and military settings and to empower social work students with the knowledge, values, and skills to alleviate social and economic injustice. Students are prepared to utilize evidence-based practice in prevention and intervention, research, policy, and administration that promote human well-being. The program also seeks to equip students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and the global community. Students matriculate in an environment that promotes, understands, and utilizes diversity and stimulates a desire for lifelong learning by bringing together faculty, practicum instructors, social work professionals, and students for collaborative training and learning.

### **Goals of the MSW Program**

Building on the Bachelor of Social Work (BSW) program, the MSW program at Fayetteville State continues and enhances the current mission while emphasizing practicum as a mechanism for integrating knowledge and experience. The program gives students opportunities to apply the advanced social work generalist model under a practicing social worker's supervision. The program includes the following goals:

- To prepare students for advanced social work practice, research, and leadership by concentrating on children and family services or mental health services in urban, rural, and military settings and across all system levels (individuals, families, groups, organizations, and communities).
- To equip students with the knowledge, skills, and values needed to alleviate oppression, poverty, and discrimination in a multicultural society and global community.
- To develop social workers who seek and promote social justice in a multicultural society.
- To inculcate in students the importance of continuous professional development as lifelong learners and involvement in professional organizations.
- To prepare students for leadership as scholar-practitioners.

### **How is ADEI Implemented Into Practice?**

MSW practicum students are expected to recognize and challenge systemic oppression, biases, and discrimination while fostering inclusive and equitable environments in their practicum placements. Through direct practice, they learn to engage with clients from diverse backgrounds, advocate for marginalized communities, and implement anti-racist and equity-driven approaches in social work settings. By integrating ADEI principles into their work, practicum students not only enhance their professional competencies but also contribute to creating more just and equitable systems within their agencies and communities.

## CSWE EPAS Standards

Competencies	Practice Behaviors
<b>Competency 1:</b> Demonstrate Ethical and Professional Behavior	1.1 Make ethical decisions by applying the standards of the National Association of Social Workers' Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. 1.2 Demonstrate professional behavior, appearance, and oral, written, and electronic communication 1.3 Use technology ethically and appropriately to facilitate practice outcomes 1.4 Use supervision and consultation to guide professional judgment and behavior
<b>Competency 2:</b> Advance Human Rights and Social, Economic, and Environmental Justice	2.1 Advocate for human rights at the individual, family, group, organizational, and community system levels 2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
<b>Competency 3:</b> Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice	3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels. 3.2 Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their lived experiences.
<b>Competency 4:</b> Engage in practice-informed research and research-informed practice	4.1 Apply research findings to inform and improve practice, policy, and programs 4.2 Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work
<b>Competency 5:</b> Engage in policy practice	5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services 5.2 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice
<b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities.	6.1 Apply knowledge of human behavior, person-in-environment, and interprofessional conceptual frameworks to engage with clients and constituencies. 6.2 Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
<b>Competency 7:</b> Assess Individuals, Families, Groups, Organizations, and Communities.	7.1 Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies 7.2 Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan
<b>Competency 8:</b> Intervene with individuals, families, groups, organizations, and communities	8.1 Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals. 8.2 Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
<b>Competency 9:</b> Evaluate practice with individuals, families, groups, organizations, and communities	9.1 Select and use culturally responsive methods for the evaluation of outcomes. 9.2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

## **Practicum Education Overview**

The purpose of the *Practicum Education Handbook* is to assist students, faculty, seminar instructors, MSW agency supervisors, task supervisors, and external supervisors in understanding all requirements, rules, and protocols related to practicum education. This handbook outlines the practicum placement process, the roles and responsibilities of all parties involved in practicum education, and all relevant rules and protocols related to practicum education.

This handbook contains both a general section and an appendix section. The general section encompasses all aspects of the placement process, including rules and protocols related to it, when a student is placed in a practicum site. The appendix section includes examples of practicum documentation forms (e.g., supervision logs, learning plans, performance evaluations, and timesheets), as well as the required forms to be completed related to the practicum placement process and the NASW Code of Ethics.

### **CSWE Educational Policy 2.2—Signature Pedagogy**

“Field Education Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of the practitioner. Professionals have pedagogical norms with which they connect and integrate theory and practice. In social work, the signature pedagogy is field education. The intent of field education is to connect the theoretical and conceptual contributions of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of the curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies.”

### **Description of Practicum Experiences**

#### **Concurrent Practicum Model**

The MSW program follows a concurrent model for Practicum Education, requiring students to engage in practicum seminar classes while actively completing their year-long practicum placement. This integrated approach ensures that students continuously apply theoretical knowledge to real-world social work settings, fostering a deeper understanding of professional practice. Throughout the academic year, students receive structured support and supervision, enabling them to develop essential skills in client engagement, intervention strategies, ethical decision-making, and policy implementation. This model fosters professional growth by enabling students to reflect on their experiences, receive feedback from faculty and peers, and refine their competencies in preparation for advanced social work practice.

#### **MSW Generalist Year Practicum Experience & Competencies**

The generalist year practicum in the MSW program serves as an essential foundation for developing core social work competencies. During this first practicum experience, students apply theoretical knowledge to real-world practice in diverse settings such as schools, healthcare facilities, social service agencies, or community organizations. The focus is on building

fundamental skills, including client engagement, assessment, intervention, and advocacy. Under the supervision of experienced practicum seminar instructors and agency supervisors, students gain hands-on experience working with individuals, families, and groups while adhering to ethical and professional standards. This practicum prepares students for advanced practice by fostering critical thinking, self-reflection, and the ability to navigate complex social issues.

The Generalist Year of the MSW Practicum Education is designed to provide students with a broad foundation in social work practice. This phase focuses on developing essential competencies that prepare students to work with individuals, families, groups, organizations, and communities across diverse settings. Students gain hands-on experience in various practice situations, including case planning, interviewing, conducting research, analyzing and implementing policies, developing reports, and participating in supervisory exchanges. The generalist year emphasizes critical thinking, ethical decision-making, and the integration of social work values in professional practice.

Upon successful completion of the Generalist Practicum Education, students will be able to:

1. **Critically evaluate agency policies and procedures** to assess their impact on service delivery and identify areas for improvement.
2. **Effectively coordinate services** between the practicum agency and other social service organizations in rural, urban, and military settings to enhance client well-being and access to resources.
3. **Apply and synthesize classroom theories and knowledge** in real-world agency settings, effectively integrating academic learning with practicum work experiences.
4. **Examine personal biases and demonstrate self-awareness** in practice, critically reflecting on one's commitment to social work ethics, values, and social justice in service delivery to at-risk populations.
5. **Analyze and apply strategies to address systemic issues** such as poverty, oppression, and discrimination, demonstrating a commitment to advocacy and social change in a multicultural society.
6. **Develop professional communication skills**, utilizing proficient oral, written, and technological skills in alignment with the expectations of the agency and the social work profession.
7. **Utilize supervision effectively**, seeking guidance and feedback to enhance professional growth and continuously develop social work competencies in alignment with professional standards.

### **MSW Specialization Year Practicum Experience & Competencies**

The specialization year practicum in the MSW program builds upon the foundational skills gained in the generalist year, allowing students to develop advanced competencies in their chosen area of practice. This practicum focuses on deepening clinical, macro, or specialized social work skills through direct practice, policy work, or community interventions. Students engage in more complex assessments, interventions, and case management while refining their ability to apply evidence-based practices. Supervised by experienced professionals, students work with diverse populations in various settings. The specialization year prepares students for independent, ethical, and competent social work practice by enhancing leadership, advocacy, and advanced intervention strategies.

The Specialization Year Practicum Education allows students to advance their knowledge and skills by focusing on one of two specialized practice areas:

- **Children and Family Services**
- **Mental Health**

This year-long advanced practicum experience builds upon the generalist foundation, enabling students to develop expertise in their chosen area of specialization. Students engage in more complex interventions, critically apply theoretical frameworks, and refine their ability to advocate for clients while considering systemic barriers and ethical dilemmas.

Upon successful completion of the Specialization Practicum Education, students will be able to:

1. **Analyze and assess the impact of social welfare policies** on children and families and/or mental health services, evaluating their implications for clients and the practicum placement agency.
2. **Apply research and evidence-based practice methods**, including single-system designs, to assess and improve interventions in rural and urban settings, with particular attention to ethical dilemmas, oppression, and social and economic injustice.
3. **Demonstrate advanced professional communication skills**, effectively using oral, written, and technological tools in accordance with the expectations of both the practicum agency and the social work profession.
4. **Maintain a high level of self-awareness and ethical reflection**, consistently examining one's commitment to social work values, ethics, and the promotion of social and economic justice for marginalized populations.
5. **Utilize advanced theoretical frameworks** to guide client engagement, comprehensive assessments, intervention strategies, evaluation, and termination processes in relation to children and families and/or mental health and substance abuse populations.
6. **Collaborate effectively with interdisciplinary teams**, demonstrating strong teamwork and leadership in working with colleagues, supervisors, and other professionals to enhance service delivery.
7. **Advocate for client rights and equitable access to resources**, demonstrating leadership in addressing disparities and systemic barriers in rural, urban, and military settings.
8. **Consistently apply professional skills with purpose and proficiency**, ensuring all written, verbal, and technological communications align with agency expectations and social work standards.
9. **Establish clear professional career goals**, identifying steps for continued specialization, licensure, and employment in their chosen area.
10. **Demonstrate a commitment to lifelong learning**, actively engaging in professional development opportunities, continuing education, and participation in professional and community organizations to stay current in the practice.

## **Overview of Practicum Education Hours**

### **MSW Program Practicum Education Generalist Year**

As part of the curriculum, students must complete a minimum of 400 hours in the Generalist Year Practicum Education, providing hands-on experience in real-world social work settings. Built on a broad liberal arts foundation, the curriculum equips students with the essential knowledge and skills necessary for generalist social work practice. It covers key topics such as social work values and ethics, the needs of at-risk populations, human behavior in the social

environment, social welfare policies and services, and principles of diversity, social and economic justice. Additionally, students engage in coursework focused on social work practice methods and research, ensuring they develop both theoretical understanding and practical competencies. Completion of the foundation curriculum within the generalist year of the practicum placement is mandatory for all students, as it establishes the core competencies required for advanced study and professional practice in social work.

**MSW Program Practicum Education Advanced Standing Program and Specialization Year**

As part of the curriculum, students must complete a minimum of 500 hours in the Specialization Year Practicum Education. The specialization year has two specialties that build on the foundation curriculum content. These specialty practice areas are Children and Family Services and Mental Health. The Children and Family Services specialty practice area equips students with the knowledge, skills, and values necessary for direct social work practice with children and families. This area of practice offers courses that facilitate practice with children, adolescents, adults, geriatric consumers, families, small groups, and diverse communities, including rural, urban, and military populations. Within the Mental Health specialty, areas of focus are on diagnosis and disorders in children, adolescents, adults, elders, and families with mental health concerns. The Advanced Practicum Education requires a minimum of 500 hours.

<b>Program</b>	<b>Number of Hours Required Per Week</b>	<b>Number of Hours Required Per Semester</b>	<b>Total Hours Per Year</b>
<b>Generalist Year</b>	16	200	<b>400</b>
<b>Specialization Year</b>	24	250	<b>500</b>
<b>Advanced Standing</b>	24	250	<b>500</b> <i>+400 from the BSW program</i>

## **Section 1: Structure, Roles, and Responsibilities**

### **The Office of Practicum Education**

The Office of Practicum Education is responsible for the overall administration of the Practicum program.

The Office has specific rules, criteria, and protocols that govern the selection of practicum settings, placement and monitoring of students, supporting student safety, and evaluating student learning and practicum setting effectiveness, congruent with the social work competencies. Doing so advances the Office's mission to provide the best experiential learning experiences possible.

#### **Responsibilities Include:**

1. Evaluation and maintenance of agency resources to adequately meet students' learning needs.
2. Identification of openings for students at practicum sites.
3. Coordination of student placements with agency openings.
4. Coordination of student interviews at the agency and follow-up confirmations of placements.
5. Training and orientation of practicum instructors.
6. Maintenance of legal documents necessary for agency-university affiliations.
7. Provision and distribution of necessary practicum placement educational materials (for example, application forms, informational resources, syllabi, evaluation forms, teaching/learning materials, practicum calendars, etc.) to appropriate persons.
8. Provision of consultation to liaisons, academic advisors, students, practicum instructors, and administrators concerning a variety of issues impacting the school-agency relationship and the quality of the individual student's learning experience.
9. Recruitment of new agencies and completion of agency evaluations for potential practicum sites.
10. Maintaining a file of professional student liability insurance policies to ensure that insurance is current.
11. Sponsorship and organization of practicum education conferences as allowed by the practicum budget

### **The Practicum Advisory Committee**

All members of the Practicum Advisory Committee are bound by the ethics and values of the social work profession and serve strictly in an advisory role. The roles and responsibilities of all members of the Practicum Advisory Committee are outlined explicitly so that there is clarity of function. The Practicum Advisory Committee will include the Director(s) of Practicum Education, agency supervisor(s), community partners, and, most importantly, students. The committee is responsible for reviewing all aspects of the student's education.

### **The Role of the Student**

It is the responsibility of the student to become a professional individual who strives to obtain the knowledge and develop the skills and values necessary for professional social work practice. Students are expected to attend all supervisory sessions. In the sessions, agency supervisors assign, review, and analyze the students' experiences and guide them in skill and professional development. Students are expected to make relevant contributions to the learning process by

being prepared for each supervisory session and discussing pertinent questions and issues with the agency supervisor. These supervisory sessions are documented in the student timesheet logbook. The review of these forms becomes one of the bases for evaluation. The student should also be able to be proactive in asking for tasks that meet their own learning needs.

Additional responsibilities of the students are as follows:

1. Observe the rules and regulations of the agency, as well as the values and ethics of the profession
  - a. **Students are expected to abide by the dress code established by their practicum site.**
2. Complete the daily attendance log, which is maintained by the agency, as well as completing all the other required forms.
  - a. When unplanned absences or lateness occur for reasons beyond control, the student shall arrange for the agency supervisor and the agency's appropriate person to be notified within an hour of the usual time of the student's arrival.
  - b. Cancel and reschedule appointments and arrange for tasks to be handled when absences occur, in compliance with agency procedures.
3. Earn the designated minimum number of hours required for the semester.
  - a. When problems occur in reaching the minimum number of hours, the student shall arrange to complete the required hours as planned with the Director of Practicum , seminar instructor, and agency supervisor.
    - i. ***If a student completes the minimum number of hours prior to the end of the semester, they must remain in placement until the official end of the semester.***
4. Attend practicum placement work as scheduled, unless these are official agency or university closures/holidays.
  - a. University holidays, as a rule, are observed. Still, on occasion, students may need to continue attending their practicum placement if their absence will interrupt the client-worker plan and/or progress. The Director of Practicum /seminar instructor makes the final determination in this area.
5. Attend and participate in related workshops sponsored by the School of Social Work.
  - a. Students may attend professional conferences, workshops, etc., held at their practicum placement and be credited with hours if approved by the agency supervisor and seminar instructor.
    - i. **Students must inform their practicum seminar instructors, the agency supervisor, and the director of practicum verbally and in writing one week before any requested absences.**
6. Respect the confidentiality of all case materials and client interviews.
7. Share observations, questions, and concerns with the practicum seminar instructor and agency supervisor, especially in those situations where the client may be dangerous to self, others, or subject to abuse.
8. Resolve problems or difficulties with the person with whom they occur in a professional manner. Resolution of difficulties should follow the appropriate chain of command.

## **The Placement Agency**

The agency is a major component of the Practicum Education Program. The agency is the vehicle through which agency supervisors and seminar instructors orchestrate the students' learning experience.

Responsibilities of the agency include:

1. Provision of learning experiences for the students that adhere to the program's mission, goals, and objectives.
2. Provision of experiences to work with populations-at-risk and diverse groups, and economic and social justice issues.
3. Provision of appropriate supervisory and instructional personnel to ensure a quality learning experience for the students.
4. When possible, provision of travel reimbursement for student expenses incurred while performing agency business.
5. Preparation of agency personnel for the arrival of students.
6. Provision of opportunities for students to utilize more than one social work intervention approach.
7. Provision of adequate space and supplies for students.
8. Provision of agency policies and procedures.
9. Provision of an agency environment that is supportive of social work values and ethics.

## **On-Site Task Supervisor**

The on-site task supervisor is responsible for overseeing the student's day-to-day activities and assumes all the functions typically carried out by the agency supervisor role. This includes orienting the student to the agency, assigning tasks and responsibilities, monitoring attendance and performance, and providing regular feedback on progress. However, the on-site task supervisor works collaboratively with the Agency Supervisor/Off-Site MSW supervisor to ensure that the student's learning objectives, practicum experiences, and demonstrated outcomes are meaningfully aligned with the CSWE competencies and practice behaviors. Together, they coordinate to provide an integrated supervision experience that supports the student's professional development, promotes ethical social work practice, and reinforces the application of theory to practice within the agency setting.

Additional responsibilities include:

1. Assumes primary responsibility for orienting the student to the agency, to agency staff, and to work projects.
2. Works with the Agency Supervisor/Off-Site MSW supervisor and student to create the Learning Plan, which includes competencies/behaviors and practice tasks.
3. Assumes primary responsibility for supervising the daily work of the student as described in the Learning Plan.
4. Meets periodically with the student and the Agency Supervisor/Off-Site MSW supervisor to evaluate student performance and modify the Learning Plan, if necessary.

### **Off-Site MSW Supervisor**

In select situations, and with prior approval from the Director of Practicum, a practicum agency may utilize an off-site MSW supervisor if it does not have an MSW employee available for practicum supervision. These situations typically arise in new, cutting-edge areas of practice where social work is just beginning to make an impact or agencies in which the MSW supervisor has transitioned out of their role with the agency are also situations in which off-site MSW supervision is employed as a continuity tool to preserve the relationship with the agency until a new MSW supervisor is hired and ready to support students. The Director of Practicum approves off-site MSW supervisors in consultation with the Office of Practicum Education. Utilizing off-site MSW supervisors when necessary and appropriate is the method by which the Practicum Education program assumes and executes its responsibility to reinforce the social work perspective for practicum students when an agency does not have a staff member with the requisite degree and required experience to serve as a supervisor.

Responsibilities include:

1. Meet the standard criteria as an agency supervisor.
2. Collaborate with the on-site task supervisor to assist the student in developing the Learning Plan.
3. Meet weekly with the student in a supervisory session to review progress toward demonstrating competencies and behaviors, and to assist the student in integrating practice realities and theoretical concepts from a social work perspective.
4. Meet periodically with the student and on-site task supervisor to evaluate student performance and modify the learning plan as necessary.
5. Work collaboratively with the task supervisor to submit written evaluations and grade recommendations for students each semester.
6. Work collaboratively with the task supervisor to meet with the assigned practicum seminar instructor and student during the semester to review student progress and promptly alert the instructor to any problems or potential issues that may interfere with a successful educational outcome.

### **Practicum Seminar Instructor (Faculty Liaison)**

The Practicum Seminar Instructor serves as the primary bridge between the agency, the school, and the student. This individual plays a crucial role in facilitating student learning by integrating academic theories with real-world practice. Responsibilities encompass supervision, mentorship, evaluation, and communication to ensure a meaningful and structured practicum experience for students. The Practicum Seminar Instructor is a vital participant in the educational learning process of social work students. The Practicum Instructor helps the student apply theories learned in class to real-world practice situations. The student and the agency supervisor collaborate in the development of an educational Learning Plan or Contract through the assignment of appropriate tasks and activities:

Additional responsibilities include:

#### **1. Supervision & Mentorship**

- Interpret the MSW curriculum to agency/task supervisors to ensure alignment with academic goals.
- Train agency/task supervisors in supervisory techniques, as needed, to foster effective student development.

- Collaborate with the student and agency/task supervisor to create and maintain an educational Learning Plan or Contract that supports the student's growth.
- Provide mentorship by guiding students in the application of theories learned in class to practical settings.
- Foster a teacher-student relationship to help students develop into generalist social workers at the Foundation Level and advanced practitioners at the Specialization Level.
- Be available as a consultant to students and placement agencies to address questions or concerns.

## **2. Educational Planning & Goal Setting**

- Assist in developing student practice goals, objectives, and educational contracts to ensure a focused learning experience if/when needed.
- Support the creation and review of Learning Plans to ensure that practice assignments are both appropriate and aligned with students' educational needs.
- Design learning opportunities that complement the MSW curriculum, incorporating assignments that further students' educational development.

## **3. Evaluation & Monitoring**

- Evaluate student progress regularly to assess the achievement of learning goals and objectives.
- Review and sign off on the Student Performance Evaluation Forms to formally assess students' competencies.
- Monitor student practicum placement hours to ensure they meet the program's requirements, and promptly inform the Director of Practicum Education if issues arise.

## **4. Communication & Conflict Resolution**

- Assess communication between the student and the agency. Facilitate problem-solving if communication issues arise.
- Respond to issues or concerns raised by students or the agency promptly and effectively.
- Document all contacts with the student and agency regarding practicum activities for transparency and accountability.
- Facilitate ongoing communication to ensure that the agency is aware of students' educational needs and performance.

## **5. Liaison & Agency Support**

- Evaluate the agency's practicum experience and share feedback with the Director of Practicum via formal or informal channels.
- Assist with concerns related to students' performance from the agency's perspective, addressing any challenges or gaps in supervision.
- Ensure that the educational focus of the placement is maintained, assisting the placement supervisor in making adjustments to the student's assignments when necessary.

## **6. On-Site Visits & Communication**

- Attend monthly liaison meetings and participate in any required training sessions.
- Conduct at least two contacts per semester with both the student and the agency supervisor:
  - Provide additional support through more frequent site visits or phone calls if the student requires extra attention.

## **7. Special Circumstances & Additional Support**

- Serve as an Off-Site MSW Supervisor in cases where there is no on-site MSW

- supervisor, conducting regular check-ins with the student via phone, video, or email.
- Alert the Director of Practicum Education to any student experiencing difficulties, ensuring appropriate interventions and support.

### **Director of Practicum Education**

The Director of Practicum Education is a key leadership position responsible for overseeing all aspects of the Practicum Education Program. This individual works closely with the Associate Dean, faculty, seminar instructors, and agencies to ensure the program's success and effectiveness.

The Director's responsibilities include, but are not limited to:

#### **1. Recruitment and Evaluation of Agencies**

- The Director is responsible for recruiting, assessing, and approving practicum education agencies. This ensures that all practicum placements align with the program's educational goals and standards.

#### **2. Finalizing Agreements and Documentation**

- The Director oversees the finalization and filing of Memoranda of Agreement (MOAs) between practicum agencies, community organizations, programs, and the university, ensuring compliance and clarity in all formal agreements.

#### **3. Student Placement Coordination**

- The Director is responsible for assigning students to appropriate practicum education agencies based on their academic goals, professional interests, and the availability of suitable placements.

#### **4. Monitoring and Evaluation of Student Progress**

- Continuous monitoring and assessment of students' progress throughout their practicum experience is a critical responsibility. The Director ensures that students receive the necessary support and guidance to succeed in their placements.

#### **5. Maintaining Practicum Education Records**

- The Director manages and maintains comprehensive records related to practicum education, ensuring that all documentation is accurate, up-to-date, and in compliance with university policies and accreditation standards.

#### **6. Issue Resolution and Support**

- The Director addresses and resolves any issues or concerns that arise in relation to practicum education, ensuring that challenges are effectively managed to minimize disruptions to students' learning experiences.

#### **7. Identifying Training Needs for Seminar Instructors**

- Regularly identifying the training and professional development needs of practicum instructors is essential for maintaining high standards. The Director ensures that instructors are equipped with the knowledge and skills to support students effectively.

#### **8. Planning and Implementing Agency Trainings**

- The Director organizes and facilitates orientation and training sessions for practicum seminar instructors and agency personnel, helping them stay informed about program updates, expectations, and best practices in supervising students.

## **9. Student Orientation and Preparation**

- The Director also plays a key role in planning and conducting student orientations, ensuring that students are fully prepared for their practicum experiences and understand the program's requirements.

## **10. Updating the Practicum Education Handbook**

- The Director is responsible for administering and regularly updating the Social Work Practicum Education Handbook. This includes communicating any changes to students, faculty, faculty liaisons, and practicum instructors to ensure everyone is informed.

## **11. Facilitating Communication Between the Program and Agencies**

- As the primary liaison between the School of Social Work and practicum agencies, the Director ensures the effective transmission of significant information about the practicum program's operations, as well as the overall functioning of the School of Social Work.

## **12. Ensuring Accreditation Compliance**

- The Director ensures that all practicum education practices and operations comply with the CSWE accreditation standards, maintaining the program's accreditation status and ensuring the quality of the educational experience.

## **13. Consultation and Support for Seminar Instructors**

- The Director serves as a consultant to seminar instructors, providing guidance and support to help them navigate any challenges related to student placements or practicum education.

## **14. Overseeing Program Evaluation**

- The Director oversees the comprehensive evaluation of the Practicum Education Program, ensuring that feedback from students, instructors, and agencies is collected and used to drive continuous improvement.

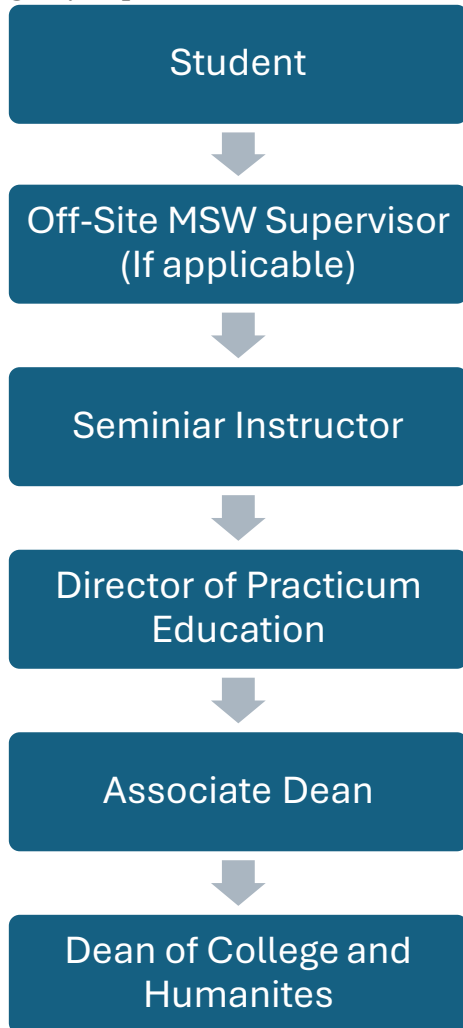
## **15. Development and Update of Evaluation Tools**

- The Director is responsible for the development, implementation, and regular update of practicum education evaluation tools, ensuring that they are aligned with program goals and provide meaningful insights into the effectiveness of the program.

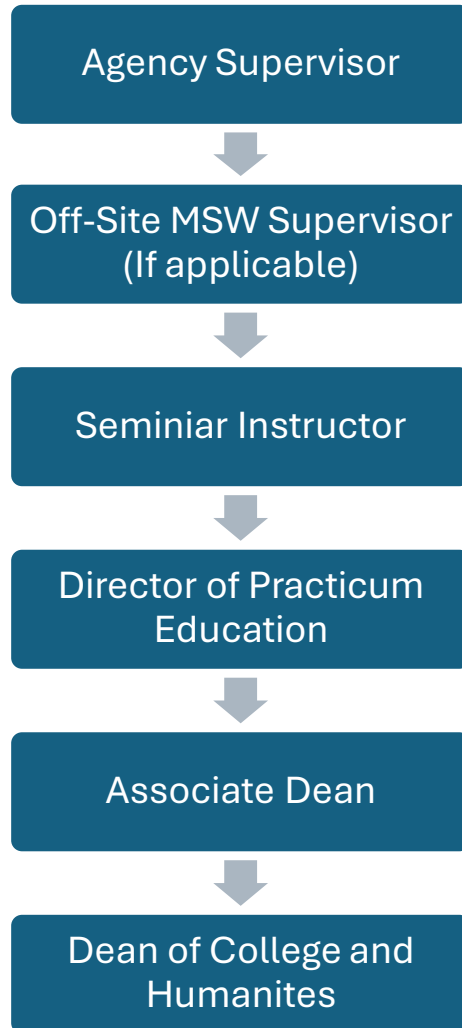
### Communication Chain of Command

Effective communication is essential for both professional development and resolving issues that may arise in the Practicum Education setting. To effectively work through Practicum Education-related issues, following the appropriate communication chain is best.

#### Agency Supervisor Communication Chain



#### MSW Student Communication Chain



## Section 2: Selection of Placement Agencies & Supervisors

### Selecting a Placement Agency

#### Rule

The MSW Program relies on a diverse network of community agencies and organizations to support practicum education. These settings provide rich, real-world learning opportunities across urban, suburban, and rural environments both within and outside of North Carolina. The Practicum Education Office actively cultivates new agency partnerships and maintains an evolving database of approved practicum settings that align with the program's educational goals and student needs. To ensure high-quality educational experiences, the MSW Program follows a standardized selection and approval process for practicum settings. Agencies interested in hosting MSW students must submit an Agency Interest Form, which is reviewed by the Director of Practicum Education. The Director may consult with faculty, practicum instructors, or members of the School of Social Work during the review process. If approved, the agency will receive an MOA to be signed by both parties, establishing an official affiliation between the agency, the School of Social Work, and Fayetteville State University.

#### Criteria

Agencies considered for MSW practicum placement must meet the following criteria:

1. **Educational Environment**
  - Demonstrate readiness to provide a range of generalist and/or advanced practice learning opportunities aligned with CSWE competencies.
  - Perceive students as learners and provide structured guidance and support throughout the practicum.
2. **Qualified Supervision**
  - Employ an Agency Supervisor with a CSWE-accredited MSW degree and at least two years of post-MSW direct practice experience.
    1. Or discuss a plan for the utilization of an Off-Site MSW Supervisor
  - Ensure the Agency Supervisor has dedicated time for supervision, instruction, and collaboration with university faculty.
3. **Commitment to Social Work Values**
  - Operate in a manner consistent with the NASW Code of Ethics, promoting ethical practice, social justice, human rights, and respect for diversity.
  - Demonstrate active engagement with diverse populations and commit to non-discrimination in all interactions with clients, staff, and students.
4. **Operational Readiness (if applicable)**
  - Provide physical space, access to materials, and time for student learning.
5. **Affiliation Agreement**
  - Be willing to enter into a formal MOA with Fayetteville State University and the MSW Program.
  - Maintain compliance with university policies and standards as stated in the affiliation agreement.

## **Protocol**

- 1. Evaluate the Learning Environment**
  - Ensure the agency offers a favorable setting and atmosphere conducive to student learning. The environment should be welcoming and supportive of educational development.
- 2. Verify Availability of Relevant Training Opportunities**
  - Confirm that the agency provides training opportunities relevant to the School's curriculum, including general practice methods and/or specific interventions that align with the program's goals.
- 3. Credential Verification of Qualified Supervisors**
  - Ensure the agency has one or more staff members who are qualified to serve as the agency or task supervisor. Agency or Task Supervisors should possess the necessary experience and credentials to mentor students effectively.
- 4. Confirm Licensure and Clean Record for Supervisors**
  - Verify that all supervisors have no disciplinary actions or sanctions pending against them from their professional licensing board. This ensures the instructors are in good standing and qualified to guide students.
- 5. Assess Facilities and Resources**
  - Confirm that the agency provides adequate facilities, including office space, necessary work materials, and required equipment.
  - If students are expected to use agency vehicles, ensure that the agency's insurance policy covers the vehicles.
- 6. Ensure Availability for Seminar Instructor Visits**
  - Ensure that the agency allows seminar instructors sufficient time to attend site visits
- 7. Review Financial Policies and Reimbursement**
  - Confirm that the agency provides information about its policies regarding reimbursements for any costs (e.g., background checks, travel expenses) incurred during the practicum placement.
  - Ensure that students are not required to transport clients during their placement.
- 8. Verify Non-Discriminatory Practices**
  - Ensure that the agency adheres to non-discriminatory practices and does not discriminate against students.
- 9. Confirm Accessibility for Students with Disabilities**
  - Ensure that the practicum placement is accessible to students with disabilities, in compliance with federal, state, and university policies.
    1. While acknowledging that not every placement site can accommodate all disabilities, ensure that every effort is made to provide equal access to opportunities.

## **Selecting An Off-Site MSW Supervisor**

### **Rule and Criteria**

MSW supervisors must meet specific educational and experience requirements to ensure they can effectively supervise students during their practicum placements. Supervisors are required to hold a Master of Social Work (MSW) degree from an accredited program. In addition to educational qualifications, supervisors must have at least two years of post-degree experience in social work or related areas. This experience must align with the students' practicum placement needs and the program's educational objectives to ensure that the supervisor can provide relevant and effective guidance. When Task Supervisors are involved, they are expected to work closely with the off-site MSW supervisor and seminar instructor to ensure that students receive an appropriate learning experience. The university's seminar instructor and the Director of Practicum Education will monitor the effectiveness of Task Supervisors to ensure that practicum placement standards are consistently maintained.

### **Protocol**

#### **1. Self-Referral or Program Recruitment**

- Off-Site MSW supervisors may self-refer or may be recruited by the MSW program.
- The Director of Practicum Education contacts prospective supervisors to:
  - i. Explain the requirements and expectations for agency supervisors.
  - ii. Provide an overview of the MSW Program, the practicum education structure, and the role of the supervisor.

#### **2. Supervisor Application Process**

- Interested supervisors must complete the Supervisor Application.
- They must submit a résumé and, if applicable, a copy of their license.
- Once the application is submitted, the Director of Practicum Education will review the supervisor's qualifications.

#### **3. Approval**

- The agency where the off-site MSW supervisor is employed must approve the placement of a student for the fall or spring semester.

#### **4. Supervision and Roles**

- The supervisor supervises the student weekly for a minimum of 1 hour, with additional meetings as necessary.
- Both the supervisor and the student are required to complete weekly logs of their activities.

#### **5. Agency Supervisor Orientation and Training**

- All supervisors are required to attend Agency Supervisor Orientation to familiarize themselves with the program's expectations and best practices for creating a positive learning environment.

## **Section 3: Placing, Monitoring, and Evaluation of Students**

### **Student Placement**

#### **Rule**

The purpose of this rule is to establish a clear, consistent, and equitable process for assigning students to practicum placements. The process is designed to model professional practices, such as teamwork, consultation, and adherence to a chain of command, which are core values within the social work profession. Through this process, students will not only engage in practicum education that aligns with their learning goals but also develop practical skills in navigating organizational structures. Students are expected to follow the agency's chain of command, participate effectively in team-based approaches, and assist clients in utilizing similar processes.

#### **Criteria:**

To be considered for a practicum placement, students must have been admitted to the MSW Program and be in good academic and non-academic standing. The Director of Practicum Education assigns placements based on student preferences, program criteria (including alignment with CSWE competencies and program goals), and/or faculty input. Students receive a placement confirmation notification and are required to schedule an interview with the assigned agency. Final placement is confirmed upon receipt of agency confirmation. If not confirmed, the Director will assist in securing an alternate placement.

#### **Generalist Year Practicum**

To be eligible, students must:

- Be admitted to the MSW Program
- Attend both new student and practicum orientation
- Submit a practicum application and résumé
- Meet with the Director of Practicum Education
- Maintain good academic (minimum 3.0 GPA in the first semester) and professional standing
- Have reliable transportation and automobile insurance

#### **Specialization Year Practicum**

To be eligible, students must:

- Submit a practicum application when requested
- Meet with the Director to review their résumé, transcript, and discuss placement options
- Maintain a cumulative GPA of 3.0 or higher
- Continue to demonstrate professional conduct
- Have reliable transportation and automobile insurance

#### **Protocol**

1. **Assignment of Responsibility**
  - The Director of Practicum Education is responsible for assigning students to agency practicum placements. This process will include consultation with the Practicum Education Office and other relevant faculty members as necessary.
2. **Placement Eligibility**
  - Meet all criteria to be eligible for placement

- Agency availability, capacity, and stated preferences
- 3. Placement Interest Survey and Conversation**
  - Students are notified of application deadlines via email and flyers.
  - The Director reviews applications.
  - The director and the student meet to discuss placement availability, concerns, and the process for scheduling an interview with an agency.
- 4. Placement Considerations**

Practicum assignments are made with the following factors in mind:

  - Maximizing student learning and professional development
  - Matching student learning styles with the agency's teaching styles
  - Alignment of student interests with agency services, client populations, and practice areas
  - **Background Checks/Drug Screens:**
    1. Agencies typically require students to undergo a criminal background check and/or a drug screen before commencing their placement with the agency. At times, the cost of the check is borne by the practicum placement agency. If the agency does not cover the cost of the background check and drug screens as part of the interview or acceptance process, the student bears the cost.
    2. A positive return on a background check or the drug screen could result in loss of placement option(s) or difficulty in securing practicum placements for the student(s).
    3. Failure to disclose situations that might result in a positive return on a criminal background check may also impact placement. If these checks are conducted and yield a positive result, there may be grounds for consequences, up to and including dismissal from the practicum and potentially from the program.
- 5. Interview and Confirmation**
  - The Director sends a placement interview request to the student and agency.
  - The student schedules an interview with the tentative agency and brings their résumé.
  - Once a student has interviewed with a potential agency and the agency confirms willingness to accept the student, the Director of Practicum Education will formally notify the student of confirmation of their placement assignment.

#### **Request for Reconsideration of Placement**

1. If a student wishes to request a reassignment following the preliminary agency interview, the following protocol must be followed:
  - The student must submit a **written request** to the Director of Practicum Education clearly outlining the rationale for reconsideration.
  - Upon receipt of the written request, a meeting will be scheduled through the Practicum Office.
    1. **Note:** Only students who have submitted a written justification prior to the meeting will have their requests reviewed by the Practicum Office.
- 2. Decision and Notification**
  - The Practicum Education Director will make a final decision regarding the placement and notify both the student and the agency. The team may approve

only one reassignment per student. If the student is unwilling to accept the final placement, they may be required to withdraw. Students should be aware that delays in practicum placement can impact their projected graduation timeline.

### **Placement Refusals and Readiness Concerns**

#### **1. Readiness Concerns**

Repeated interview denials may indicate concerns with professional readiness and may hinder a student's ability to secure a placement. Students who decline placement opportunities, who are declined by agencies, or for whom there are concerns regarding their readiness for placement may be required to meet with the Practicum Office. A meeting may be initiated by the student, the Director of Practicum Education, faculty, or a seminar instructor to discuss progression in the program. The purpose of this meeting will be to:

- Identify and explore barriers to successful placement
- Assess the student's readiness for practicum education
- Develop a plan to address any areas of concern before continuing with placement efforts or discuss progression in the program

#### **2. Disagreement with Placement Decisions**

If a student is withdrawn from or disagrees with the practicum assignment determined by the Practicum Education Office, they may pursue resolution through the Practicum Grievance Protocol.

### **Placement Guarantee**

1. Practicum placement is not guaranteed. While the program makes every effort to support students in securing a placement, placement is contingent upon meeting all program and agency requirements. Factors, including but not limited to academic standing, students' availability to participate in practicum hours, professional conduct, background check results, refusal and readiness concerns, and outcomes of agency interviews.

## **Monitoring Student Placement**

### **Rule**

The MSW Practicum Education Office maintains a structured monitoring process to ensure that each student's progress, professional development, and competency acquisition are tracked during their practicum placement. Monitoring is a crucial component of practicum education, serving as a safeguard for both student learning and client welfare. All required documentation, such as time logs, supervisory reports, learning contracts, ethical decision-making reflections, and competency evaluations, must be submitted in a timely and accurate manner. Faculty review all documents to verify compliance, authenticity, and alignment with program expectations and CSWE competencies. **Any falsification of documentation or unethical conduct may result in immediate sanctions, including removal from the practicum site and potential dismissal from the MSW Program.** In addition to documentation, hybrid practicum seminars provide seminar instructors with a consistent opportunity to assess student performance, address challenges, and promote reflection on professional growth.

### **Criteria:**

The following criteria guide monitoring:

- **Seminar Instructor Visits:** are completed collaboratively by the agency supervisor,

student, and practicum seminar instructor during each formal site visit.

- The form documents:
  - Student strengths and growth areas
  - Professional conduct and use of supervision
  - Mastery of CSWE social work competencies and practice behaviors
  - Ethical decision-making and use of critical thinking
- Both the student and the agency supervisor are given space to provide narrative comments.

### **Protocol**

Each student is assigned a seminar instructor, who serves as the primary contact between the university, the agency, and the student during the practicum semester. Monitoring involves the following steps:

1. **Site Visits:**
  - A minimum of two visits is conducted per semester.
  - Additional visits may be scheduled if concerns arise regarding student performance, agency conditions, or fit.
2. **Communication & Check-ins:**
  - The seminar instructor maintains regular communication with the student and agency via phone, email, and scheduled calls.
  - Ongoing informal check-ins supplement formal monitoring and support early intervention when challenges emerge.
3. **Documentation Review:**
  - Practicum-related paperwork is collected, reviewed, and evaluated throughout the semester.
  - Missing, incomplete, or questionable documents are promptly identified and addressed.
  - Students must submit all documents through the designated practicum platform or submission system.
4. **Seminar Oversight:**
  - Seminar instructors also contribute to monitoring by facilitating reflective discussions, reviewing documentation, and tracking progress on learning contracts.

### **Evaluating Student Performance**

#### **Rule and Criteria**

The practicum offers students a valuable opportunity to develop not only essential knowledge and skills for social work practice but also to cultivate a professional identity as both a social worker and an employee. As part of their professional development, students are expected to adhere to the same standards of conduct as the employees of the practicum education agency. Once the student and agency supervisor have agreed on a schedule of attendance, the student is expected to follow this schedule unless illness, an emergency, or a prior exception negotiated with the agency supervisor prevents them from doing so. If a student is unable to adhere to the schedule due to illness or a personal or family emergency, they must notify the agency supervisor, seminar instructor, and any other affected parties immediately so that their responsibilities can be appropriately covered. If a student's failure to adhere to the agreed-upon

schedule becomes a recurring issue, negatively affecting both the agency and the student's learning experience, it is essential for the student, the agency supervisor, and the seminar instructor to discuss the matter. In such cases, the Director of Practicum should also be informed, and a plan should be developed to address the student's continuation in the practicum. Effective communication between the student and the agency supervisor is vital. In addition to communication, students are assessed through the creation of Learning Plans and formal evaluations.

### **The Learning Plan**

The Learning Plan is a crucial tool in social work education, serving as a framework that outlines the student's learning goals and objectives for the practicum experience. It plays a crucial role in guiding the student's development, ensuring accountability, and providing a structured framework for supervision and evaluation. The Learning Plan is used throughout the practicum to focus agency visits, address performance issues, and clarify tasks and assignments. It is collaboratively developed by the student and the Agency Supervisor, ensuring that it reflects both the student's aspirations and the agency's educational opportunities. The Learning Plan clearly articulates key elements of the practicum experience, including:

- The student's expectations for learning at the Practicum Education site.
- The specific competencies the student will develop during the placement.
- The responsibilities and tasks the student will assume.
- The criteria by which the student's progress will be measured.

Once completed, the student submits the Learning Plan to the seminar instructor for approval. The seminar instructor will review and sign the plan, confirming its alignment with program expectations. The student retains a copy of the approved plan, and submission due dates are provided on the practicum calendar.

### **Learning Plan Protocol**

The Learning Plan should be developed collaboratively by the student and the supervisor within the first four weeks of the placement. It should reflect the learning objectives for the entire practicum experience. This plan serves as a key reference for supervision meetings, providing the supervisor with the necessary framework to offer feedback and evaluate the student's progress in relation to their desired goals. The seminar instructor will provide guidance in developing the plan, ensuring it is comprehensive and aligned with the student's educational needs.

The Learning Plan includes the following elements:

1. **Goals and Objectives:** Clearly defined learning goals and objectives are outlined, with indicators of progress and specific learning activities. These activities should be aligned with the tasks and opportunities available at the agency to help the student achieve the desired outcomes.
2. **Measurement Criteria:** The plan will include appropriate measurement criteria, which may consist of written materials, assignments, and tasks that are relevant to the agency. These criteria will help gauge the student's progress through observable behaviors and completed tasks.
3. **Review and Modification:** The Learning Plan should be reviewed and signed during a conference with the Agency Supervisor and the student. While the Learning Plan serves

as a dynamic document, any modifications made during the practicum must be approved by both the Agency Supervisor and the Seminar Instructor.

4. **Monthly Review:** The Learning Plan should be reviewed at least once a month by the student and the Agency Supervisor to assess the student's progress.
5. **Direct Observation:** Direct observation of the student's work is a critical component of the practicum experience. The Learning Plan must clearly outline how and when this observation will occur, ensuring that the student's performance is assessed in real-time and that feedback is provided consistently.

## **Evaluations**

At the midpoint and end of each semester, the supervisor formally evaluates the student's performance. This process includes a formal evaluative conference where input is gathered from the MSW Supervisor, Student, and Task Supervisor (if applicable). The Seminar Instructor will attend this conference, providing guidance and discussing the students' evaluations as necessary. During the conference, the student receives an evaluation report, which includes feedback from the agency. This evaluation serves as a comprehensive tool for assessing the student's performance, identifying professional strengths, and addressing areas for growth. Following the evaluative conference, the completed evaluation is submitted and incorporated into the overall grade for the student's Practicum Education for the semester.

## **Evaluation Protocol**

1. **Prepare for the Evaluative Conference**
  - The Agency and Student schedule a time for the formal evaluative conference, ensuring all necessary participants are available.
    1. If applicable, the Task Supervisor is also invited to the conference.
  - The Seminar Instructor is notified and scheduled to attend the conference to provide guidance and support.
2. **Review of Performance**
  - Before the conference, the Student and the Agency review the Student Performance.
    1. The Task Supervisor (if applicable) provides input on the student's performance and areas of strength.
  - The Seminar Instructor may provide preliminary guidance on areas to be discussed based on their observations or concerns.
3. **Conduct the Evaluative Conference**
  - During the conference, the Agency Supervisor, Task Supervisor (if applicable), the Student, and the Seminar Instructor discuss the Student's Performance Evaluation.
  - The Agency Supervisor provides feedback on the student's performance, strengths, and areas for growth.
  - The Student receives the evaluation report and has the opportunity to discuss it with the Agency Supervisor and Seminar Instructor.
  - The conference should provide a collaborative and constructive environment for the student to ask questions and seek clarification on feedback.
4. **Finalize the Evaluation**
  - After the conference, the Agency Supervisor and Student review any necessary

- changes or updates to the Student Performance Evaluation form.
  - The Student and Agency Supervisor sign the evaluation to confirm it reflects the discussion and agreed-upon feedback.
5. **Submit the Completed Evaluation**
- The completed **Student Performance Evaluation form** is submitted for integration into the student's overall semester grade.

## Section 4: Student Engagement in Practicum

### **Professional Integrity and Social Work Values**

The practicum experience is a crucial component of MSW education, designed to integrate theoretical knowledge with practical application in real-world settings. Aligned with the 2022 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS), the practicum facilitates the development of generalist and specialized skills necessary for competent and ethical practice. Through collaboration among students, agency supervisors, and seminar instructors, structured learning contracts guide students in engaging with diverse social work roles, responsibilities, and interventions that reflect the core competencies outlined in the CSWE EPAS.

### **Professional Integrity and Social Work Values**

Social work is rooted in a foundational value system that informs ethical practice and professional conduct. The National Association of Social Workers (NASW) Code of Ethics serves as the guiding framework for professional integrity. MSW students are required to thoroughly examine this document and demonstrate comprehension through seminar discussions and coursework. The faculty at Fayetteville State University recognizes the importance of instilling professional values that enable students to engage ethically with diverse client systems, ensuring that personal beliefs do not interfere with service delivery. Adherence to these principles enhances competence and effectiveness within the profession.

The School of Social Work has identified seven fundamental values that underpin ethical social work practice:

1. **Individualization** – Respecting the dignity and uniqueness of each individual while avoiding generalizations.
2. **Nonjudgmental Attitude** – Approaching clients with professional neutrality rather than assuming a parental or judgmental role.
3. **Acceptance** – Acknowledging the inherent worth and dignity of individuals, even when their behaviors may not be condoned.
4. **Controlled Emotional Involvement** – Maintaining appropriate professional boundaries, ensuring responses are neither overly involved nor detached.
5. **Confidentiality** – Maintaining the privacy and discretion of handling client information.
6. **Client Self-Determination** – Supporting clients' rights to make their own choices, even when those decisions may lead to unfavorable outcomes.
7. **Advocacy and Social Action** – Championing the rights of marginalized, oppressed, and service-eligible populations.

The MSW curriculum is designed to support students in consciously integrating these values into their professional practice, reinforcing their commitment to ethical service provision.

### **Professional Behavior and Performance Standards**

This document outlines the behavioral expectations for students throughout the practicum placement process and broader professional engagement. Students are required to adhere to the following ethical guidelines and institutional codes of conduct:

- **Fayetteville State University Student Academic Honor Code** – Governing academic integrity and ethical behavior.
- **National Association of Social Workers (NASW) Code of Ethics** – The profession’s principal ethical framework.

### **Professional Performance Standards**

Academic excellence alone is insufficient for effective social work practice; professional demeanor and conduct are equally essential. Students are expected to demonstrate behavior that reflects a commitment to the NASW Code of Ethics, including collaboration with colleagues, acceptance of supervision and constructive feedback, and adherence to policies governing professional conduct. Core elements of professional performance include:

1. **Communication Skills**
2. **Interpersonal Skills**
3. **Cognitive Skills**
4. **Self-Awareness and Judgment**
5. **Stress Management**
6. **Mental and Emotional Functioning**
7. **Ethical Behavior**

#### ***Communication Skills***

Students shall demonstrate sufficient skills in writing and speaking to understand content presented in the program and complete assignments:

- Students shall produce written documents that communicate clearly, demonstrate correct grammar and spelling, and adhere to the American Psychological Association (APA) Style.
- Students shall communicate orally in a manner that clearly expresses their ideas and feelings to others.
- This expectation shall allow, on a case-by-case basis, for any reasonable accommodation approved for a student by Fayetteville State’s [Accessibility Resource Center](#).

#### ***Interpersonal Skills***

Students shall demonstrate the interpersonal skills necessary to relate effectively to other students, faculty, staff, clients, and professionals. Students are expected to initiate and sustain working relationships with others, both one-to-one and in groups. In doing so, students shall:

- Demonstrate empathy for others. This skill includes the ability to detect and interpret nonverbal cues.
- Communicate thoughts, feelings, and intentions clearly, respectfully, and with congruence of verbal and non-verbal behaviors.
- Listen to and understand the thoughts, feelings, and intentions of others.

- Work effectively with others regardless of their level of authority.
- Advocate for themselves in a responsible and appropriate manner, using proper channels to resolve conflicts.
- Accept feedback in a constructive manner that enhances professional performance.
- Accept responsibility for their behavior and be aware of the impact it has on others.

### ***Cognitive Skills***

Students are expected to conceptualize and integrate knowledge. At a minimum, students shall demonstrate the ability to process information and apply information appropriately. During their studies and training, students are expected to accumulate relevant knowledge from the social, behavioral, and biological sciences and apply that knowledge to professional practice.

### ***Self-Awareness and Judgment of Abilities and Limitations***

Students are expected to exhibit knowledge of how their values, beliefs, behavior, and experiences affect their academic and professional performance. Students shall assess how they are perceived by others and be willing to modify their behavior when such behavior interferes with working with clients and other professionals. In addition, students shall demonstrate an ability to accurately assess their strengths and limitations in engaging in specific efforts of professional practice. Students are expected to seek and accept supervision and advice when necessary for their academic and professional performance.

### ***Stress Management Skills***

Students shall demonstrate an ability to cope with life stressors so as not to impede scholastic achievement and professional performance. Such ability includes the use of the following skills:

- Awareness of one's stress and how it might affect interpersonal relations and professional judgment.
- Constructive management and alleviation of stress. This includes the use of collegiate or supervisory relationships when necessary to support such efforts.

### ***Skills in Safeguarding Emotional and Mental Functioning***

Students are expected to sustain mental and emotional functioning necessary for scholastic achievement and professional performance. Students shall seek help and support if psychosocial distress, substance use, or mental health issues affect such achievement or performance, or compromise the best interests of those to whom students have a professional or collegiate responsibility.

### ***Ethical Behavior***

Students are expected to demonstrate a strong commitment to the goals and values of social work, as well as to the ethical standards of the profession. Students shall be familiar with ethical values and behaviors appropriate for professional performance as set forth in the following:

- [The NASW Code of Ethics](#)
- [The Fayetteville State University Student Academic Honor Code](#)

In addition, students are expected to present or demonstrate:

- Most organizations require a criminal background check and/or a current drug screen before accepting students for practicums. Criminal charges do not necessarily preclude

students from being placed, but may significantly limit the choice of practicum site.

- An ability to systematically evaluate clients and their situations in an unbiased and factual manner, and to suspend personal biases during interactions with others.
- Appreciation of the value of diversity. This includes a practical and nonjudgmental relationship with others. Students during their professional training shall strive to deliver appropriate service to all clients regardless of the client's age, religious beliefs, gender, disability, sexual orientation, or value system. The student shall not impose personal, religious, or cultural values on others, including clients, colleagues, and other professionals.
- Respect for the rights of others. Students shall demonstrate a commitment to clients' rights, including freedom of choice, self-determination, and other rights as outlined in the NASW Code of Ethics.
- Maintenance of confidentiality as it relates to human services, classroom activities, and practicum placement.
- Honesty and integrity. Students shall be truthful about their background, experiences, and qualifications; complete their own work; give credit for the ideas of others; and provide proper citation of source materials in all assignments.
- Clear, appropriate, and culturally sensitive boundaries. Students shall not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

### **Fitness for the Program**

The School of Social Work's commitment to the profession obligates it to evaluate students' fitness to enter the profession. The School of Social Work consults with the Office of Student Conduct about issues of academic and professional performance and makes recommendations regarding students whom it refers to that office. Academic and professional performance concerns include, but are not limited to, the behaviors listed below:

- Failure to meet or maintain the program or university academic requirements;
- Academic dishonesty, including cheating, lying, plagiarism, collusion, or falsifying academic records;
- Unethical professional behavior in violation of the current [NASW Code of Ethics](#)
- Any threat or attempt to harm oneself or someone else;
- Discriminatory behavior or harassment toward others that is unlawful or inconsistent with the professional standards for social work, including discrimination based on dimensions of diversity and difference; commission of a criminal act that is contrary to professional standards, occurring during the course of study or occurring prior to admission to the program and becoming known after admission;
- A pattern of unprofessional behavior, such as inability to accept appropriate evaluation/feedback from practicum seminar instructor/agency supervisor/faculty, or to modify unprofessional behaviors as requested; habitual tardiness to class or to an agency, habitual unexcused absences from class or from an agency; and
- Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

## **Section 5: Placement Guidelines and Unique Placements**

### **Accepting Employment At Your Placement**

Students may be offered employment at their Practicum Education placement agency during their practicum. While students are permitted to accept such offers, they must notify the Director of Practicum Education in writing no less than 30 days before starting employment. This advance notice is required to ensure that the role does not conflict with the educational goals of the practicum and that proper documentation and oversight are maintained. Employment at a practicum agency is considered distinct from the practicum placement; however, termination from the employment position will be subject to the same review and consequences as termination from a practicum site. Termination or resignation from the employment role may disrupt the student's practicum experience and jeopardize the accumulation of required practicum hours and the successful completion of the course. Students are strongly encouraged to consult with the Director of Practicum Education before accepting any employment offer to discuss potential implications or conflicts.

### **Location of Site Placement**

Students enrolled in the MSW or Advanced Standing programs are expected to accept practicum placements within a 60-mile radius of the University. Students who prioritize the proximity of the practicum placement may limit their practicum placement options. Depending on resources, the Practicum Office may be unable to meet these requests. In addition, placements in agencies outside Bladen, Columbus, Cumberland, Hoke, Johnston, Moore, Richmond, Robeson, Sampson, and Scotland counties will require special consideration by the Director of Practicum.

### **Virtual Options**

#### **Virtual Placements**

A virtual placement, in this context, refers to a remote work experience where interns are approved to work primarily from a location of their choice, utilizing digital tools and technology to perform tasks and collaborate. However, at least 90% of the students' work must involve direct interactions with clients, customers, or other interdisciplinary professionals, either through phone calls, video conferences, emails, or other communication channels. While some tasks may involve computer-based work, the primary focus is on building relationships, providing services, or addressing client needs, ensuring that the intern gains significant hands-on experience in social work practice roles. All virtual placements must be approved in advance by the Practicum Office.

#### **Teleworking Hours**

Telework is defined as a situation where a student is primarily engaged in an on-site practicum placement but completes non-client-facing or non-customer-interaction duties remotely when not in the office. For students involved in an on-site practicum, teleworking activities may be incorporated into the placement; however, students must obtain prior approval from both their practicum seminar instructor and their task/agency supervisor before engaging in any teleworking. Additionally, teleworking activities must not exceed 10% of the student's total practicum hours.

## **Training Hours**

Students are permitted to engage in training opportunities that are applicable to their practicum placements. Students must request permission from both their seminar instructor and task/agency supervisor prior to engaging in any training opportunities. Additionally, training opportunities cannot exceed more than 10 percent of the student's practicum hours. Training opportunities can be obtained virtually or in person, but they must offer a certificate of completion. *Note: Students can attend orientation and complete onboarding training prior to the start of the practicum for each semester, with approval from the Practicum Office. Additionally, students cannot have contact with clients until the practicum start date (unless authorized) and all requirements for each semester are met.*

## **Evening/Weekend Placement**

Evening and weekend placements are extremely limited, and the Practicum Office cannot guarantee the availability of such placements. The school strongly encourages students to enroll in traditional, daytime placements, as evening and weekend options are not only limited but also subject to various approval criteria. Before the Director of Practicum Education approves a weekend or evening placement, several important factors will be carefully considered, including, but not limited to:

- **The level of agency supervisor involvement and oversight** during evening or weekend hours to ensure the student's work is adequately supported and supervised.
- **Opportunities for the student to engage in key activities**, such as staff meetings and other work-related functions that are typically conducted during standard work hours, and enhance the student's learning experience.
- **Access to clients and agency supervisors** during evening or weekend hours, ensuring that students can effectively interact with both clients and the supervisors, which is vital for their professional development.

Given these factors, students interested in evening or weekend placements should be aware that approval is not guaranteed, and traditional placements are strongly recommended to ensure a comprehensive and well-supported practicum experience.

## **Placements with Family Members**

To avoid conflicts of interest, students are not permitted to complete their practicum in an agency or institution owned by a family member or close personal or family friend. Additionally, students are not permitted to complete their practicum in an agency or institution where a family member, close personal friend, or family friend holds an administrative role. Additionally, a student's family member, personal friend, or close family friend may not serve as a practicum supervisor for the student. Students must notify the Practicum Office if a family member is employed in any capacity with the placement agency, organization, or institution. Additionally, if the student or a close family member has received services from any local agencies that might be recommended as a practicum placement based on the student's interests, that information should also be provided.

### **Unable to Secure Placement**

Practicum education is an essential component of the MSW curriculum and is required for successful completion of the program and graduation. The MSW Program is committed to supporting all students in securing a practicum placement that aligns with their educational needs and professional goals. However, the program cannot guarantee placement. Every effort is made to assist students through the placement process, including providing resources, agency connections, and interview preparation, but final acceptance into a practicum site is determined by the agency. Students are expected to actively participate in the placement process by attending all scheduled interviews promptly and professionally, demonstrating appropriate interpersonal, communication, and professional skills during the process, responding promptly to communications from practicum faculty and agencies, and completing all required documentation by stated deadlines. Students who are unable to secure a placement after multiple attempts due to factors such as interview performance, scheduling limitations, professional conduct, or other barriers may be deemed unplaceable. Because successful completion of practicum education is a required component of the MSW curriculum, a delay or inability to secure a placement will directly impact a student's progression and anticipated graduation date.

The MSW Program will work with students to identify next steps and potential reapplication timelines for practicum placement in future semesters. Students who encounter challenges in the placement process are encouraged to meet with the Director of Practicum Education to discuss areas of concern and strategies for improvement. The program is committed to providing guidance and support, but ultimately relies on student readiness and professionalism to secure a placement opportunity.

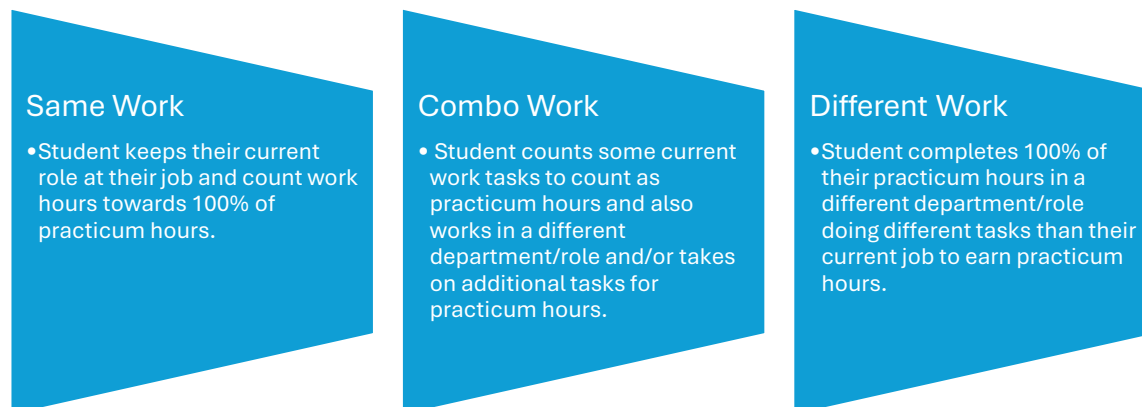
### **Employment-Based Placements**

Students working in eligible social work-related organizations may have the option to complete their practicum placement at their workplace. An employment-based practicum placement must achieve all the placement objectives for a social work student. The student must engage in generalist or specialist practice activities under the supervision of qualified agency or task supervisors approved by the School of Social Work. The agency or task supervisors may be their direct supervisor; however, they must meet all the requirements outlined to be a supervisor, which includes the CSWE minimum requirements. The objectives must be reviewed by the student, the prospective agency/task supervisor, and the Director of Practicum. The School of Social Work must ensure that the employing agency supports the placement as an educational experience and is committed to providing the necessary time and supervision to engage in discrete learning activities with specific learning objectives related to the placement objectives. The employing agency is expected to assist the student and the university in creating and maintaining an environment that facilitates learning.

Students interested in pursuing an employment-based practicum placement are responsible for securing and maintaining employment in a social work-related organization. The Practicum Office does not assist students in securing employment to pursue an employment-based practicum placement. For a student to complete a practicum placement with a specific agency, a fully executed MOA must be in place between the agency and the university. Once students have applied and been approved by the Practicum Office for an employment-based practicum placement, the Practicum Office establishes the placement requirements, similar to those for a

regular student placement. It's imperative to note that if a student is interested in an employment-based placement, the conversation with the agency must be conducted solely with the Practicum Office, as there are other university requirements the student may not be aware of. This process of discussions and executing an MOA can take several months. While it is rare, students should be aware that it is possible for the agency and the university to be unable to agree on the required terms, which would prevent the student from completing the placement with that agency.

## Types of Employment-Based Practicum Placements



Students interested in doing “combo work” or “different work” will need to discuss with their employer whether these tasks can be completed within their regular working hours or if they will require additional hours beyond their current schedule. All students wishing to pursue an employment-based placement, even those planning to undertake the same work, should discuss their plans with their employer to ensure that the employer will allow the student to complete the practicum placement at the agency or organization.

### Protocol:

1. Student secures approval from their current employer by having a conversation with all relevant personnel (supervisor, HR, etc.) at the employing agency.
  - If denied, the student will move forward with the non-employment-based practicum placement process.
2. If approved, the student will inform the Director of Practicum of their desire for the employment-based practicum placement when submitting their practicum placement interest form.
3. The Practicum Office will review the student's form and approve or deny the request for employment-based practicum placement.
  - If denied, the student will move forward with the non-employment-based practicum placement process.
4. If approved, the Practicum Office will reach out to the employing agency and begin the affiliation agreement process if an agreement is not already in place.
  - If the agency and the University are not able to come to an agreement with the terms laid out in the affiliation agreement, the student will move forward with the non-employment-based practicum placement process.

5. Once an agreement is in place, the student will submit the required employment-based application.
6. The Practicum Office will review the application and give an approval or a denial.
  - If denied, the student will move forward with the non-employment-based practicum placement process.
7. Students and Agency participate in Practicum Orientation.
8. Students begin practicum placement.

If, at any point, the student is no longer with the agency, they will follow the placement change or student termination protocol, depending on the circumstances under which they are no longer affiliated with their employer.

## Section 6: Placement Change

### **Rules and Protocols for Practicum Placement Changes**

A student may request a change to their practicum placement only under the conditions outlined below. Before submitting a formal request to change placement, the student must first complete the Grievance process. A placement change request will not be considered if the Grievance process has not been fully followed. Additionally, placement change requests will not be considered after the midpoint of the fall semester. ***Important:*** *A student may not change their practicum placement without written approval from the Director of Practicum and must remain in their current placement until approval is granted.*

### **Required Steps to Request a Placement Change**

Students requesting a practicum placement change must complete the following steps in order:

1. Complete the Grievance process as outlined in the handbook.
2. After all grievance steps are completed, consult with the Practicum Seminar Instructor and complete the Request for a Placement Change form (see Appendices).
3. Submit the completed form to the Practicum Seminar Instructor for review, input, and signature.
4. Once signed, submit the completed form to the Director of Practicum Education.
5. The request will be reviewed by the Director of Practicum and the MSW Program Director.
6. The Director of Practicum will request an evaluation of the student's performance based on time spent at the current agency.

### **If a Placement Change Is Approved**

If the placement change is approved:

- The student may be required to update their resume and practicum interest form for the new agency.
- The student must update their learning contract to reflect the new placement.
- The student is responsible for completing all required pre-onboarding, training, and orientations required by the new agency.

## **Section 7: Student Termination**

### **Grounds for Dismissal**

Grounds for dismissal may include behaviors that may be exhibited in interactions with clients, practicum agency staff, faculty, students, and other individuals. These behaviors are specified in the Student Code of Conduct for the University, Title IX, NASW Code of Ethics and the MSW Program Handbook.

### **Protocol for Student Performance Concerns At The Agency**

1. The agency supervisor must inform the student of the specific aspects of their performance that are not meeting the expectations of satisfactory performance. It is usually appropriate to begin with a face-to-face conversation about the concerns.
  - o However, the seminar instructor should immediately communicate significant or repeated concerns that are not improving after discussion with the student. In addition, these performance concerns should be documented in writing on the Practicum Concern Form.
2. The student, agency supervisor, and seminar instructor are expected to meet to develop a behaviorally specific, time-limited contract to help the student meet expectations in the areas of concern. This contract must be behaviorally specific so that the student, practicum seminar instructor, and agency supervisor can all measure if the student has met the expectations to receive a passing grade. The contract is an integral part of the Practicum Concern Report and must specify:
  - a. The performance areas that need improvement.
  - b. The responsibilities of the student for demonstrating progress.
  - c. The responsibilities of the agency supervisor in supporting the student.
  - d. The specific means by which progress will be evaluated.
  - e. The dates when progress will be evaluated and the final grade determined.
  - f. All parties should sign the written plan.
  - g. The seminar instructor will inform the Director of Practicum Education if a student is in danger of failing the practicum or receiving an unsatisfactory evaluation.
3. The seminar instructor is expected to inform the Director of Practicum Education and to be actively involved in any situation where the student is in danger of disrupting the practicum or receiving an unsatisfactory grade. During this period, the seminar instructor will offer consultation to the student and the agency supervisor. The seminar instructor may require specific documentation from the student and/or the agency supervisor. The seminar instructor is responsible for assigning the final grade.

### **Withdrawing a Student from an Agency**

Students or agency supervisors should report potential problems at the practicum instruction agency to the seminar instructor as soon as they become aware. During visits to the agency, the seminar instructor will meet with the student and the agency supervisor and attempt to resolve potential or identified problems. The seminar instructor must report any problems immediately to the Director of Practicum Education verbally and in writing.

### **Protocol:**

A student can be withdrawn from an agency in the following manner:

1. The student can request a withdrawal. The student should discuss the withdrawal request with the agency supervisor and the seminar instructor. The student intern should submit the specific reasons for the request to the seminar instructor in writing. It will then be the responsibility of the seminar instructor to conduct a fact-finding effort with the student, the agency supervisor, and others as indicated. The seminar instructor will notify the Director of Practicum Education of the issue. Based on the findings of this effort, the seminar instructor will decide whether to allow or disallow the student to withdraw. Once a decision is made to withdraw a student from an agency, it is the responsibility of the Practicum Education team to decide if another practicum placement for this student is indicated. An emergency meeting of the committee will be called upon notification of the Director of Practicum Education. A seminar instructor may chair the meeting if the Director of Practicum Education is not immediately available.
2. The agency supervisor or the agency can request the withdrawal. The agency supervisor and/or the agency should notify the seminar instructor as soon as they begin considering this step. If it is determined that there is an irreconcilable incompatibility between the student and the agency, the agency supervisor must bring this to the attention of the seminar instructor. This must be done verbally and in writing with specific reasons for the request. Efforts must be made to determine causation since it is critical in assessing both students' needs and abilities, and the agency's appropriateness to serve as a learning facility. The seminar instructor will meet with the agency supervisor, the student, and others, as indicated, to discuss the request and to obtain necessary factual data on which a decision can be made. The instructor will also write the reason for recommending the withdrawal. The decision-making process remains the same as noted above.
3. The seminar instructor can request withdrawal. Sometimes, the seminar instructor may observe that the agency, an agency supervisor, work assignments, etc., are not conducive to ensuring the achievement of the learning objectives of the MSW Program. Other reasons may be that there is incompatibility with the code of ethics of the profession or the mission and philosophy of Fayetteville State University. The student may lack the personal skills or qualities or the professional behavior necessary for successful interaction with clients or patients. When this is thought to be the case, it is the responsibility of the seminar instructor to initiate the withdrawal process after discussion with the Director of Practicum Education. The initiation must be preceded by fact-finding and a full discussion/meeting with the agency supervisor and the student. The decision-making process remains the same as noted above.

### **Dropping the Practicum Education Course**

There may be nonacademic or nonperformance circumstances that confront a student and require the student to drop the Practicum Education Course. A student may initiate this process by contacting the MSW Program Director, Faculty Mentor, or Seminar instructor, who will notify the Director of Practicum. To return to Practicum, the student would submit a placement request for the level of practicum requested three months prior to the semester the student desires to return to practicum. There are also circumstances in which a student withdraws or drops a practicum course following substantial performance problems, as documented by the seminar instructor and/or the agency supervisor. That student will not be permitted to enroll in the practicum course the following semester without special review and permission of the Director of Practicum Education.

The usual protocol in this circumstance is for the student:

- To take time off from practicum (at least a semester) to address the problems (such as insufficient knowledge, problems with interpersonal skills, personal problems, personality or maturity factors, attendance problems, etc.) that impair their performance in practicum as noted by the Seminar Instructor, Agency Supervisor, or Director of Practicum.
- To reenter practicum placement/Practicum Seminar, the student must submit a written request to the Director of Practicum three months prior to the beginning of the semester in which the student desires to return to practicum.
- In initiating the request for reentry, the student must document their efforts towards growth and change, which support the possibility of satisfactory performance in the practicum. The Director of Practicum Education will make the determination for reentry in consultation with the MSW Program Director and/or MSW Faculty Mentor.

### **Inadequate Practicum Education Performance**

Practicum Education in the community involves not only the social work program's educational objectives for the student and faculty but also encompasses serious professional responsibilities to consumers/clients, social work agencies, and the public. Seminar instructors and agency supervisors spend a great deal of time and effort planning and providing a sound practicum experience for students. It is therefore important to recognize early and respond quickly to problems in the performance of students. When the student is performing poorly in practicum placement, the service needs of consumers/clients must become the highest priority. Agency Supervisors and Seminar Instructors should take action to protect the needs of consumers/clients and ensure appropriate and ethical service delivery. Students who are assessed as providing inadequate performance in the practicum are provided with corrective and supportive services to assist them in improving their performance.

### **Termination of Student Enrollment**

The Fayetteville State University MSW program recognizes its responsibility to terminate a student's enrollment from the MSW program for either academic or non-academic performance under some circumstances. The MSW program follows the University and Board of Directors for the University of North Carolina System policies and procedures for academic performance. In addition, the FSU MSW program recognizes its responsibilities to the social work profession to serve in a gatekeeping role for professional social workers.

These rules are explicitly meant to outline conditions, grounds, and protocols for academic and non-academic termination of social work students. These rules and protocols also apply to social work students' performance in practicum education. A social work student in practicum education is most likely to demonstrate behaviors that will provide relevant information regarding their expected and likely performance as professional social work practitioners. Students must be able to demonstrate professional conduct, ethics, knowledge, and relationship skills, and must exhibit behavior consistent with the values, ethics, and standards of the Social Work profession.

The MSW Student Handbook and the NASW Code of Ethics are available to students and potential students on the FSU website. Prior to the finalization of a student's registration, a statement will be signed that they have read, understood, and agree to be bound by the standards noted in these documents. These statements will be kept on file in the student's permanent records. In addition, a mandatory FSU MSW student orientation meeting is held each fall and spring, where these rules, standards, and protocols are reviewed and explained. Students are informed that they will be held accountable for these rules, standards, and protocols.

### **Academic Termination**

Academic termination of students will be accomplished in accordance with the policies of Fayetteville State University and the Social Work Program. Termination will include:

1. Failure to maintain minimum required grades.
2. Failure to maintain the minimum required academic progress.
3. Failure to follow the professional and ethical standards outlined in the NASW Code of Ethics for Social Workers, the FSU Code of Student Conduct, the Student Handbook, and/or other laws of the State of North Carolina governing the activities of social work students.

### **The Non-Academic Termination**

A non-academic termination will be accomplished for serious violations, including but not limited to one of the following causes:

1. Violations of the University's Student Code of Conduct
2. Violation of Title IX
3. Violation of the NASW Code of Ethics.
4. Unresolved personal problems that impact the student's ability to execute Professional Integrity and Social Work Values.
5. Documented, recent, and/or ongoing illegal substance abuse.
6. The conviction of a crime(s), under the laws of the state of NC and the United States, that have a bearing on a student's ability or suitability to function as a professional social worker and/or the public's safety.
7. Other conduct that is unprofessional or improper for professional social workers. This includes, but is not limited to:
  - a. Practicing outside the scope of students in social work practice.
  - b. Intellectual fraud or plagiarism in a social work context outside of class requirements.
  - c. Exploitation of a client is a breach of a social worker's duty to primarily promote the client's well-being and that of the larger society, as defined in the NASW Code of Ethics.
  - d. Failure to obtain informed consent or breach of the duty of confidentiality as defined in the NASW Code of Ethics
  - e. Activities, in the practice of social work, in support of individuals or groups practicing or promoting any form of unlawful discrimination addressed in the NASW Code of Ethics, including, but not limited to, discrimination based on race, ethnicity, national origin, sexual orientation, marital status, age, or disability.

## Non-Academic Termination Process

### Concerns Have Been Received

Informal discussion with the agency supervisor or practicum seminar instructor involved.

### Initial Investigation

An alleged violation might have occurred and must be investigated. More information will be obtained to determine which investigation outcomes will be pursued.

### Initial Investigation Outcomes

#### No Violation

- No further action needed.

#### Program Referral

- A violation occurred and is of sufficient seriousness that the situation is referred to the Director of Practicum and the Program Office
- The student is referred for a formal hearing to be considered for termination or other disciplinary action.
- A verbal warning or a written decision is received.
- Placed in the student's permanent record.
- The student has the right to appeal to the next step.

And/ Or

#### University Referral

- A violation occurred and is of sufficient seriousness that the situation is referred to Fayetteville State University's formal hearing process for termination or other disciplinary action.

### Appeals

All appeals beyond the FSU School of Social Work's practicum committee and grievance procedures will be made in accordance with the policies and procedures outlined in the FSU Code of Student Conduct, Title IX, or Student Handbook.

Further redress may be available under the laws of the State of North Carolina or of the United States.

- If any portion of this is found by a court of competent jurisdiction to be invalid or in violation of any relevant statute or regulation, that portion will become null, void, and separated from the rest of this protocol, which will remain in force.

## **Section 8: Grievance Protocol**

### **File a Grievance**

The grievance protocols are developed for use by students, faculty, agency supervisors, and clientele. The grievance protocols are designed for the resolution of conflicts that may emerge during the practicum education experience. A step-by-step guide is outlined:

#### **STEP 1: Meet with the agency/task supervisor**

- Student must first speak with their agency/task supervisor if there is a concern at the agency. The only time this can be skipped is if the student has a concern regarding their safety. Whenever there is a conflict, the parties involved should make every effort to resolve the matter. If the matter cannot be resolved at this level, then proceed to step two.

#### **STEP 2: Request a meeting with the seminar instructor**

- When a problem occurs that cannot be addressed at the agency level, the student should request a meeting with the seminar instructor. This request for a meeting, discussion of the problem, and what came from the agency as a potential resolution should be communicated verbally and in writing within five (5) working days to the seminar instructor from the date of the original concern.
- Based on this meeting, the seminar instructor will provide the student with feedback for next steps or request a meeting with the agency.

#### **STEP 3: Meeting between the student, agency, and seminar instructor**

- If necessary, the student, agency/task supervisor, and seminar instructor will meet to resolve the matter.
- If satisfactory resolution is not obtained, then the aggrieved parties will initiate action to the Director of Practicum Education in writing within five (5) working days following the meeting.

#### **STEP 4: Meeting between the agency and Director of Practicum**

- The aggrieved parties and the Director of Practicum Education will host a meeting to try to resolve the matter.
- If the matter cannot be resolved at this level, written statements from parties in conflict must be forwarded to the MSW Program Director or faculty designated by the social work program within five (5) working days from the date of the meeting with the aggrieved parties and/or the Director of Practicum Education.
- From here, a decision will be made regarding the grievance.

### **Appeal The Decision**

#### **Appeal to the Associate Dean:**

- If the student is dissatisfied with the results of Step Four, then the student may submit the grievance in writing to the Associate Dean of the School of Social Work within seven school days of the decision from Step FOUR.
- The Associate Dean shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision, or overturn the decision based on information received subsequent to the conference.

#### **Appeal to the Dean of the college:**

- If dissatisfied with the results of Step Five, the student may appeal to the Dean of the College of Humanities and Social Sciences within seven days of receipt of the written decision of Step Five and request that the dean review the concerns.

- The dean's decision shall be communicated in writing to the student. The dean's decision shall be final.
  - The results of the grievance will be reported in writing to the Director of Practicum and Associate Dean of the School of Social Work and/or the program director involved.
  - A copy of the decision will become part of the dean's file.
  - The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto.
  - In the cases where the admission status of the student is involved, the Office of Admissions is notified.

## Section 9: Other Rules and Protocols

### **Practicum Days, Hours, and Attendance Rules**

To benefit effectively from practicum education, students are expected to adhere to the regular work hours of the Practicum Education agency and the Practicum Calendar. Students should approach their practicum work in the same manner as they would a formal employment situation. Students are expected to be present in their assigned placements during the agency's normal operating hours, unless a special schedule has been arranged and approved by the Agency Supervisor and Seminar Instructor. The days, times, and the required number of hours of placement in the practicum agency are documented in the Learning Plan.

Once a Practicum Education schedule has been established, any changes or modifications must be approved in writing by the Agency Supervisor, Seminar Instructor, and Director of Practicum Education. As a part of the placement, students must attend Practicum Education Seminar classes for the entire semester. Students may not begin Practicum Education before the start of the semester or end it early. Students who choose not to accept the established placement provided may have a lengthy delay in placement or may not be placed for the academic year.

- Attendance is a beginning benchmark for developing professional social workers.
  - Lunch is not counted as practicum hours unless it is an agency-required “working” luncheon meeting. Likewise, time spent commuting to and from the agency at the beginning and end of each scheduled work session may not be counted as practicum hours.

### **University Closure/ Inclement Weather**

1. In most cases, students will follow the agency schedule. With sick/family leave, it is expected that students will behave in a professionally responsible manner and make appropriate arrangements for their absence.
2. University Closure, Holidays, Breaks: Students are entitled to FSU's closures, holidays, and University breaks. However, to maintain continuity of care for clients, students should develop an appropriate plan for client coverage with their practicum instructor during these absences. The learning contract and student evaluation are due on the dates specified on the Practicum Education Calendar, regardless of the semester starting date.
  - a. **ALERT: Students may choose to attend practicum during FSU breaks, but these hours may not be used to complete the practicum early. Rather, these hours may be used toward the student's total hours accumulated.**
3. Students are not expected to be in practicum during these breaks, and thus, no practicum hours are accrued.
4. If the agency is open, Students are expected to attend practicum during inclement weather. If the agency closes due to inclement weather when a student is scheduled to be in attendance, students are not required to attend practicum. However, understand that hours may need to be made up.
5. Students are required to be in practicum while classes are in session so that they will continue to have the learning opportunities needed to support classroom assignments and so agencies can assign professional duties within known temporal parameters.

### **Confidentiality Guidelines**

The MSW students must adhere to privacy and confidentiality guidelines established by the National Association of Social Workers' Code of Ethics. Failure to adhere to these guidelines may result in dismissal from the program. The NASW guidelines on confidentiality are stated in the Code of Ethics.

### **Multiple Students at One Placement**

As the Practicum Office matches students' interests with opportunities available in practicum sites, sometimes more than one student requests the same placement. If more than one student is placed at an agency, it is at the discretion of the Practicum Office.

### **Relevant Information**

Depending on the student's area of interest for practicum placement, other types of information that would potentially be relevant may include, for example, personal experience with domestic violence or sexual assault, a history of substance abuse, and/or mental illness. Students are encouraged to make an appointment with the Director of Practicum to discuss any concerns about current issues or past experiences that may impact practicum placement. This information may be disclosed to the Program Director, a potential agency supervisor, and/or the practicum seminar instructor if relevant to the student's practicum placement. Students concerned about releasing specific information should discuss this directly with the Director of Practicum .

### **Transportation**

Practicum students are responsible for transportation to and from the agency and for all school-related activities. The agency assumes the expense for all delegated activities that involve travel and the use of the student car for agency-related travel. Because of safety and liability issues, students cannot transport consumers/clients in their personal vehicles.

### **Driving Clients in Personal Vehicles**

Students shall not transport clients in their personal cars. If the practicum agency requires this of the placement, then the practicum agency would secure all necessary insurance for such trips. Another option is for the student to notify their carrier, comply with demands made by their insurance carrier, and receive written documentation of coverage for this kind of vehicle use. However, Fayetteville State University's School of Social Work Liability Insurance does not cover this practice.

### **Credit for Life Experiences and Prior Work Experience**

The MSW program does not grant academic credit for life or work experience. Only students admitted to the program may take social work courses. Also, only those students who have been admitted to the program and who have completed all required prerequisite coursework may enroll in practice courses and in the Practicum Education courses.

### **Sexual Harassment**

Sexual harassment by any member of the University is a violation of law, University policy, and professional ethics and will not be tolerated at Fayetteville State University (FSU). FSU reserves the right to investigate charges of sexual harassment as appropriate in accordance with state and federal laws and policies and procedures of the University of North Carolina and Fayetteville State University. The University does not condone either sexual harassment or false charges of sexual harassment. It is FSU's policy to provide procedures to deal fairly with complaints of sexual harassment. Every effort will be made to protect the rights of both the person making the complaint of sexual harassment and the person accused. Sexual harassment, like race, religion, or national origin, is a form of prohibited discrimination. Specifically, harassment of employees on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964; harassment of a student is a violation of Section 902 of Title IX of the Education Amendment Act of 1972. FSU's policy is consistent with all state regulations. A copy of the university's Sexual Harassment Policy may be obtained from a mediator, the Division of Student Affairs, the Human Resources office, or the Legal Counsel's Office.

(<http://www.uncfsu.edu/humres/sexualharassmentpolicy.htm>)

### **University Policy on Affirmative Action**

Fayetteville State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, Fayetteville State University values diversity and actively seeks to recruit talented students, faculty, and staff from diverse backgrounds.

### **Americans with Disabilities Act Section 504 of the Rehabilitation Act Complaint Procedures**

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of physical or mental handicap by programs receiving federal assistance. Section 504 focuses on program accessibility, academic accommodations, and integrated settings. Title II of the Americans with Disabilities Act prohibits discrimination based on disability in all programs, activities, and services of State and local governments. As an institution that receives federal assistance from the U. S. Department of Education and as a constituent institution of the University of North Carolina (a state agency), Fayetteville State University must comply with the laws and regulations pertaining to Section 504 and ADA. It is the policy of FSU that no qualified individual with a disability will be excluded, by reason of such disability, from participation in or be denied the benefits of the services, programs, or activities offered by FSU or be subjected to discrimination. Additionally, FSU does not discriminate against a qualified individual with a disability, in regard to job application procedures, the hiring, advancement, discharge of employees, employee compensation, job training, or any other term, condition, or privilege of employment. These procedures were established to provide an individual with the means to file a complaint if the individual believes that he or she has been discriminated against based on disability. A student, employee, applicant, or member of the public who wishes to file a complaint regarding the University's compliance with ADA/Section 504 must file such a complaint with the Director of the Center for Personal Development, Fayetteville State University, Fayetteville, NC 28301.

## **Section 10: Student Safety and Practicum Education**

Student safety is an important issue. Students are vulnerable in practicum and are exposed to the same risks as workers. Students deserve to feel and be safe in the practicum. We provide tools to enhance the safety of students in the practicum.

### **Safety Plan**

The MSW program expects that all Agency Supervisors develop and review a safety plan with the student. This should be one of the first tasks completed in supervision. Students must also adhere to safety guidelines in their placement agency's policy manual. Students and agencies must implement safety precautions in their practicum placement agencies. The agency is responsible for providing students with an agency-based orientation on safety and infection control, which should be one of the first tasks completed in supervision. Students are also expected to follow the NASW Code of Ethics concerning [safety guidelines](#).

### **Criteria**

During orientation, the Director of Practicum Education discusses the NASW safety plan of action and Safety Techniques and Strategies in Social Work practicum. Additionally, the Director of Practicum Education provides tips for safety strategies to reduce the risk of trauma, as well as a cognitive-behavioral technique for treating clients who have experienced trauma, grounded in the theory of stress inoculation, which involves exposing students to case scenarios. Another safety issue for practicum students is self-care and self-management. Maintaining one's effectiveness is essential to student success. Personal stressors, clients, academic responsibilities, and the work environment can contribute to a lack of self-care. The Director of Practicum and Seminar Instructors discuss these tips in the seminar. Safety is also discussed in the Student Handbook. Students are encouraged to develop a self-care plan and share it with classmates.

### **Protocol**

Before a student begins practicum placement, the agency supervisor should familiarize the student with conditions at the site. Discussion should focus on risk management, safety protocols, and methods for assessing and attending to potentially dangerous situations. If the agency supervisor does not do this, students should request it.

Risk reduction strategies should:

1. Protect all parties involved (i.e., the client(s), staff, and student).
2. Help the client(s) gain some control, with the least amount of shame or guilt.
3. Help the client(s) understand the reasons for their behavior; and
4. Help the client(s) express feelings, thoughts, and emotions in an appropriate manner.

General risk reduction guidelines:

1. Walk with a sense of purpose and confidence.
2. Be alert and aware of people around you, keep a safe distance, and keep moving.
3. Avoid the side of the street where people are loitering.
4. Be aware of safe places that could be used for refuge in case of an emergency (i.e., a store, a library, a school, or a workout facility).
5. Conceal your purse or bag or secure it to your shoulder.
6. Wear sensible, appropriate, and comfortable clothing with minimal or no jewelry.

7. Assess multi-story buildings for safety. Be aware of suspicious individuals in stairwells; notice how far apart the exits are on the stairs and pull a fire alarm or emergency lever if needed. Be aware of suspicious individuals on elevators and exit the elevator if possible; if accosted while in the elevator, push all buttons.

#### General risk reduction guidelines while at the practicum placement

1. Respect realistic limitations and boundaries. Listen to your gut instinct and know when to stay and when to leave.
2. Keep your work area neat. If working with a potentially aggressive client, be sure to keep items that could potentially be used as weapons out of sight (i.e., scissors, hot liquids, disinfectant spray).
3. Alert staff members if you anticipate needing assistance before entering a crisis or a potentially dangerous situation.
4. Stay calm. Talk normally and avoid emotional or aggressive responses, threats, or commands. Allow the client(s) appropriate choices or practical rationale.
5. Take a non-threatening, but protected stance/posture; stand slightly sideways to the individual beyond arm's reach with your arms held near the upper body; break eye contact occasionally.
6. Don't walk away from an escalating client. Acknowledge their feelings and attempt to calmly discuss the situation. Involve the staff member with the most therapeutic rapport to work one-on-one with the client.
7. Avoid sudden movements or commands.
8. Contact emergency services if needed.

#### What to do if attacked or seriously threatened while at a practicum placement:

1. Follow agency procedure to handle the immediate situation; debrief with practicum instructor/task supervisor.
2. Get medical attention if needed.
3. Notify the School of Social Work's Office of Practicum Education.
4. Realize that a physical attack or threatening behavior is frightening and seek assistance if needed.

#### **Safety Checklist**

The safety checklist includes numerous topics pertaining to agency procedures, operations, guidelines, and policies relating to safety and precautionary measures. To ensure important material is discussed before starting practicum placement, students may want to give a copy to their agency supervisor. Agency Supervisors should discuss the material on the safety checklist as part of orientation for new students. If the agency supervisor does not provide such an orientation, students should ask to review the safety checklist with the agency supervisor.

#### **Professional Liability Insurance for Student Internships**

The North Carolina Association of Insurance Agents (NCAIA) administers the general and professional liability policy provided by the University System of the State of North Carolina. Funds for damages, medical expenses, and defense are covered by the policy. FSU provides the Liability Insurance for students in practicum placements via the School Professional Liability American Home Assurance Company.

# Appendix A: Student Resources

## Practicum Interest Survey

### Practicum Education Interest Student Survey

THIS SURVEY IS ONLY FOR STUDENTS NEEDING A PLACEMENT IN THE UPCOMING ACADEMIC YEAR.

**Dear Bronco Scholars,**  
Social work is grounded in a comprehensive body of knowledge, skills, values, and cognitive and affective abilities. It is dedicated to resolving social problems and enhancing social functioning within your client system(s). Practicum education is the cornerstone of the Generalist and Specialization Curricula at Fayetteville State University's School of Social Work.

This survey is designed to get information from you, our students, to ensure your practicum experience can be joyous and informative. Please take the time to review this survey in full detail.


Section 1

#### Book with your Practicum Director

1

Before you begin the survey, please book an appointment with the Practicum Director, as this is a requirement for placement.

<https://outlook.office.com/bookwithme/user/679e2ca9486c42189f9640718ad6345b%40uncfsu.edu?anonymous>



BOOK WITH ME

Section 2

#### Section

Practicum Information

2

I Acknowledge and Understand:

- The Office of Practice Education and Practicum Activities coordinates the placement process for all students; students are not to secure their own internships without prior approval from the Director and Coordinators of the Office of Practice Education and Practicum Activities. The process for placement begins in the Spring semester prior to beginning practicum for all currently enrolled students both in the 2 year-full-time program and 3 year-part-time program and in the Fall semester for all incoming students enrolled in the 2 year-full-time program.
- You must have completed all required social work courses before you can enter practicum. Incoming students must enroll in required courses as prescribed by the program before you can enter practicum.
- Practicum placements will be within a 60-mile radius of the school. It is the student's responsibility to provide reliable transportation to the agency. Students should possess a valid driver's license with appropriate automobile insurance coverage. Students without a personal vehicle should inform the Practicum Director. Not having a personal vehicle may have an impact on placement selection. Most Practicum agencies will require a criminal background check, drug screening, and/or specific vaccinations prior to accepting a student as an intern. Practicum agencies may also check with registries such as the Child Abuse Registry, Elder Abuse Registry, Healthcare Registry and Sex Offender Registry. The student may be responsible for paying for these. Agencies make the decision about whether information discovered in the course of the background check will affect the acceptance or rejection of the student for an internship within the agency. The Office of Practice Education and Practicum Activities cannot guarantee placements for students who have been convicted of misdemeanors and/or felonies and are unable to pass Child Abuse &/or Criminal History Clearances or who are unable to pass health, drug & alcohol screenings.

I Acknowledge

3

I Acknowledge and Understand:

Students' input regarding potential placements is important; however, students DO NOT MAKE initial contacts or arrangements with current or potential sites before talking with and receiving permission from the Practicum Coordinator.

Students DO NOT call agencies to ask if they provide internships, discuss options formally or informally, explore options, or contact individuals they know through church, organizations, work, or family members. The Practicum Coordinator works collaboratively with students and, after the initial discussion with a student, may give permission for the student to initiate contact or advise the student that the Coordinator will make initial contact. Placements will not be approved if students do not follow this policy. The only exception to the policy is for students requesting employer-based placements. In this case, students may explore possible opportunities with their employer to discuss with the practicum coordinator. \*

I Acknowledge

Section 3

Program Year

4

**PLEASE READ THIS QUESTION AND THE DESCRIPTION FULLY!!!!**

What will be your practicum status in the upcoming year?

- If you are a new **INCOMING** full time student, then your status is full-time first year.
- If you are **currently** a first-year full-time student AND are at a placement, your status in the upcoming year would be that of a full-time second-year student.
- If you are a part-time student and this is your **first year** going into your placement, please mark part-time **first year**.

Select your answer

Section 4

Practicum Details

5

If you are currently placed at a Practicum site, do you want to stay there? \*

Select your answer

6

Please Indicate Your Focus Area \*

Select your answer

**7**

Are you interested in pursuing an Employment-Based Practicum Setting rather than a traditional setting?

The Department of Social Work policy allows an employment setting to be used as a practicum placement if all requirements of the Employment-Based Practicum Policy are fulfilled. Students seeking practicum experience in their place of employment must receive approval from the Department of Social Work practicum coordinator. This placement must be clearly delineated as a learning experience, not a work experience, and therefore will require close supervision. To this end, practicum assignments in places of employment must be educationally focused and structured appropriately to achieve the goals and objectives of the practicum course.

Select your answer

**8**

If you are seeking an Employment-Based Practicum setting please list the agency and contact information for your employer.

Enter your answer

Section 5

### Practicum Logistics

**9**

Describe any factors that need to be considered in making your practicum setting assignment.

Enter your answer

**10**

Do you speak/understand a language other than English, please describe below?

Enter your answer

**11**

Do you have a driver's license? \*

Select your answer

**12**

Do you have a vehicle for practicum placement? \*

Select your answer

**13**

In no, what are your plans for getting to your practicum setting?

Enter your answer

---

**14**

Have you ever been charged with or convicted of a crime in any state of the United State? \*

Select your answer

---

**15**

Will you be able to pass a North Carolina Child Abuse Clearance and Criminal Background Check to include FBI fingerprinting? \*

Select your answer

---

**16**

If you answered no, to the question above please describe any legal issues that may impact your placement options. If you have been convicted of a felony, misdemeanor, or probation violation or have an indicated child abuse report, please be aware that many field settings require background checks and periodic drug screenings. Prior convictions for DUI and/or criminal offenses may preclude one's ability to be accepted in a field site and/or licensed as a social worker in many states. Any negative findings that affect the practicum setting may also prevent successful completion of degree requirements. Applicants should consider these barriers in their educational planning. Providing false information regarding legal history may result in removal from practicum and referral to the Academic and Professional Standards Review Committee.

Enter your answer

**17**

I have reviewed the information pertaining to the requirement of the Clearance Checks. I understand that some practicum placements will also require that the student complete the Child Abuse Clearance & Criminal Background Clearance. I commit to working with my practicum placement regarding the agency requirements regarding clearances and provide the placement with what is needed prior to the start of my practicum Placement. I am aware that I will not be able to start in my placement setting until a copy of the Clearance has been received. I also understand that it is my responsibility to complete any additional prerequisites that may be required by my practicum placement prior to the start of my practicum Placement (ex., practicum Setting Forms, Medical tests, Drug Screens, etc.). Additionally, I am aware I am responsible for any costs associated with completing these requirements. \*

I acknowledge

Section 6

**NASW Code of Ethics**

**18**

I recognize and accept my responsibility to conduct myself professionally, following the principles of confidentiality and adhering to the NASW Code of Ethics on behalf of The National Association of Social Workers (NASW) Code of Ethics (revised 2021).

- The welfare of the individuals, families, groups, organizations, and communities that I interact with during the course of my field education experience.
- The School of Social Work
- The integrity of the social work profession.

As a student of the Fayetteville State University, School of Social Work program, I understand that my practicum placement activities are considered confidential. I pledge to keep confidential those interactions I conduct or observe, whether written or verbal, between the client, client's systems, the agency and myself, and to follow the confidentiality policy of the placement setting. I understand that this includes during and after the placement and during and after my practicum experience at the School of Social Work. \*

I Acknowledge

### Placement Preferences

19

Preferred county of placement?(please know that this does not guarantee a placement in that county) \*

Enter your answer

20

Please select up to 3 areas of interest \*

Please select at most 3 options.

- Mental/Behavioral Health
- School System (could be a paid internship, based on application and acceptance. **CUMBERLAND COUNTY ONLY: Specialist Year Students**)
- Substance Use
- Community Development
- Developmental Disabilities
- Domestic Violence/ Victim Services
- Families and Children
- Gerontology/Aging
- LGBTQ+
- Employment Based Services

21

Please select up to two population of interest \*

Please select at most 2 options.

- Adolescents/ Young Adults
- Adults
- Children
- Dual Diagnosis
- Elderly
- Groups
- Incarcerated
- LGBTQ+
- Men
- Women
- Veterans


22

Are there any populations in which you feel you could not work?  
If yes, please describe anything significant from your current situation or past that would make working with a particular client group complex.  
We'll discuss this to determine whether you need to challenge yourself to work with this population. **Put N/A if this does not apply.** \*

Enter your answer

23

Please upload a copy of your most recent resume or email to [cmbarksdale@uncfsu.edu](mailto:cmbarksdale@uncfsu.edu) \*

 Upload file

# Learning Contract

## MSW Learning Contract (Specialization Year)

All Stages ▾

### Instructions

This learning contract aligns with the nine specific Core Competencies identified by the Council on Social Work Education (CSWE) that social work practitioners are expected to possess.

- The student and practicum instructor should meet early in the student's placement to identify specific agency learning activities that the student will participate in, allowing the student to practice and demonstrate competency in each area over the course of the practicum.
- Learning activities described in this contract should be specific, stated in measurable terms, and demonstrate meaningful and robust activities or assignments in each individual behavior area to ensure development and practice in the competency categories listed.
- The learning contract should include opportunities for student practice in live or simulated situations and activities in individual, group, family, organization, and community contexts with subsequent feedback.

#### 1. Learning Contract Acknowledgement

As a part of this learning contract, I understand and acknowledge that at least two learning activities should be associated with each practice behavior under each competency category. Learning activities should be written in complete sentences, not bullets, to ensure complete understanding of the measured task.

I Acknowledge

### General Information

#### 1. Today's Date

undefined

#### 2. Student Status

- Full-Time  
 Part-Time  
 Advanced Standing

#### 3. Who assisted in the development of this contract?

Please list all names and the relationship of their role to the student.

Example:

- Jane Smith- Task Supervisor
- John Smith- MSW Supervisor

#### 4. MSW Supervision

Please list who will be meeting with the student at least one hour a week for MSW Supervision?

- Remember this supervision is a requirement and must be reflected in the student logbook/timesheet.

### 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.

#### 1. Make Ethical Decisions- 1.1

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Demonstrates ethical decisions by applying standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making and conduct of research, and additional codes of ethics appropriate to the context.

**Examples of Activities:**

- Mental Health: Participate in a case consultation to discuss an ethical dilemma in mental health treatment, applying the NASW Code of Ethics and relevant laws.
- Children and Families: Discuss an ethical dilemma involving a child's confidentiality and informed consent in family therapy, ensuring you apply the NASW Code of Ethics in your decision-making.

#### 2. When will these activities be completed?

undefined

### 3. Demonstrate Professional Behavior- 1.2

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Develops use of reflection and self-regulation to manage personal values and ability to maintain professionalism in practice situations.

**Examples of Activities:**

- Mental Health: Maintain professional demeanor and boundaries when interacting with clients and colleagues, demonstrating respect for the client's autonomy in therapy sessions.
- Children and Families: Reflect on how your personal values may impact your clinical work with children and families, and address these reflections with your supervisor in a session.

### 4. When will these activities be completed?

undefined

### 5. Use Technology Ethically- 1.3

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Uses technology ethically and appropriately to facilitate practice outcomes.

**Examples of Activities:**

- Mental Health: Make ethical decisions regarding the use of technology in mental health practice, such as ensuring secure communication channels for telehealth, protecting client data, and addressing potential risks of digital platforms.
- Children and Families: Make ethical decisions about using technology in child and family therapy, ensuring the use of secure video platforms and addressing parental consent for teletherapy.

### 6. When will these activities be completed?

undefined

### 7. Use Supervision and Consulting- 1.4

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Uses supervision and consultation to guide professional judgment and behavior.

**Examples of Activities:**

- Mental Health: Seek supervision when faced with complex ethical or professional issues in client care, and integrate feedback into practice.
- Children and Families: Seek supervision when dealing with ethical dilemmas in family therapy, particularly when balancing the needs of the child and the parents, and integrate feedback into practice.

**8. When will these activities be completed?**

undefined

## 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.

**1. Advocacy-2.1**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Advocates for human rights at the individual, family, group, organizational, and community system levels.

**Examples of Activities:**

- Mental Health: Advocate for the integration of equitable mental health practices within your placement organization, addressing barriers to mental health services that marginalized populations face.
- Children and Families: Advocate for equitable mental health services for children in underserved communities, ensuring that cultural competency is embedded within your treatment approach.

**2. When will these activities be completed?**

undefined

### 3. Engage in Practice- 2.2

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Engages in practices that advance human rights to promote justice socially, racially, economically, and environmentally

**Examples of Activities:**

- Mental Health: Engage a client from a diverse background (e.g., race, ethnicity, sexual orientation) in an intake assessment and consider how their identity may impact their mental health and treatment.
- Children and Families: Discuss the impact of cultural diversity on a child's behavior and mental health, and adapt your approach to meet the cultural needs of children and families in therapy.

### 4. When will these activities be completed?

undefined

## 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.

### 1. Anti-Racist and Anti-Oppressive Practice- 3.1

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

**Examples of Activities:**

- Mental Health: Engage in a case study discussion with your supervisor about the impact of systemic inequities (such as racism, ableism, or classism) on a client's mental health, and reflect on strategies for promoting social justice in practice.
- Children and Families:

### 2. When will these activities be completed?

undefined
-----------

### 3. Cultural Humility- 3.2

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** 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.

**Examples of Activities:**

- Mental Health: Reflect on your own potential biases in relation to a client from a marginalized group (e.g., LGBTQ+, racial minority) and discuss ways to mitigate these biases in providing mental health services.
- Children and Families:

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### 4. When will these activities be completed?

undefined
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## 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.

### 1. Apply Research- 4.1

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Applies practice experience and theory to inform scientific inquiry and research. Apply research findings to inform and improve practice, policy, and programs.

**Examples of Activities:**

- Mental Health: Review recent research on mental health treatments and integrate findings into your clinical practice for improved client outcomes.
- Children and Families: Conduct a literature review on the effectiveness of school-based mental health programs for children and families and present your findings to the team for consideration in your practice.

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**2. When will these activities be completed?**

undefined

**3. Identify Strategies- 4.2**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Identify strategies that are ethical, culturally informed, anti-racist, and anti-oppressive to address biases in quantitative and qualitative research methods to advance the purposes of social work.

**Examples of Activities:**

- Mental Health: After completing a session, reflect on the effectiveness of the intervention and how research could improve your approach.
- Children and Families: Evaluate a child's progress in therapy by reviewing treatment outcomes, comparing the current case with research-supported interventions, and adjusting the treatment plan as necessary.

**4. When will these activities be completed?**

undefined

**Competency 5: Engage in Policy Practice**

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

**1. Policy Use- 5.1**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.

**Examples of Activities:**

- Mental Health: Analyze mental health policies affecting clients in your community, identifying strengths and gaps in service delivery.
- Children and Families: Attend or organize a meeting with other service providers to discuss policy changes that can improve the mental health resources available to families and children.

**2. When will these activities be completed?**

undefined

**3. Critical Thinking- 5.2**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

**Examples of Activities:**

- Mental Health: Research local mental health policies that affect clients' access to care and assess how they contribute to disparities in mental health services.
- Children and Families: Review state or local policies on child mental health services and analyze their effectiveness in addressing the needs of children and families in your caseload, making recommendations for improvements.

**4. When will these activities be completed?**

undefined

**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.

**1. Apply Knowledge- 6.1**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies

**Examples of Activities:**

- Mental Health: Use motivational interviewing techniques to engage a client who is hesitant about treatment.
- Children and Families: Use engagement strategies tailored to the child's age and developmental stage, such as play therapy or storytelling, to gather information and ensure the child feels comfortable participating in the case management process.

**2. When will these activities be completed?**

undefined

**3. Use Empathy- 6.2**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Uses empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

**Examples of Activities:**

- Mental Health: Establish rapport with a new client by engaging in active listening and collaboratively setting treatment goals.
- Children and Families: Establish rapport with a child and their family during the case management process, ensuring that you create a trusting and collaborative relationship that encourages active participation in treatment and service planning.

**4. When will these activities be completed?**

undefined

**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.

**1. Apply Theories- 7.1**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

**Examples of Activities:**

- Mental Health: Conduct a thorough mental health assessment with a client, gathering information on their symptoms, history, and social context using theory or evidence-based practices.

- Children and Families: Assess the environmental and familial factors impacting a child's mental health, such as family conflict, school issues, or exposure to trauma, and incorporate these factors into the case management plan.

**2. When will these activities be completed?**

undefined

**3. Demonstrate Respect- 7.2**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Demonstrates respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

**Examples of Activities:**

- Mental Health: Identify a client's mental health strengths and areas for improvement through a strengths-based assessment approach.
- Children and Families: Help a family navigate systemic barriers (e.g., insurance issues, transportation challenges) to ensure a child receives appropriate services, connecting them with community resources and support systems.

**4. When will these activities be completed?**

undefined

**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.

**1. Engage- 8.1**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

**Examples of Activities:**

- Mental Health: Modify a therapeutic intervention based on a client's culture or belonging to ensure it aligns with their evolving mental health needs.
- Children and Families: Coordinate services across multiple systems (e.g., education, health, social services) to ensure a child and family receive comprehensive, integrated support that meets their unique needs.

**2. When will these activities be completed?**

undefined

**3. Incorporate- 8.2**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

**Examples of Activities:**

- Mental Health: Develop and apply a culturally and contextually appropriate mental health intervention that specifically addresses the needs of a marginalized population (e.g., refugees, LGBTQ+ youth, racial minorities) in your caseload.
- Children and Families: Support a child and family in accessing community resources such as educational support, after-school programs, or financial aid, and advocate for improved access to these services.

**4. When will these activities be completed?**

undefined

**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.

**1. Select and Use- 9.1**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Selects and uses culturally responsive methods for the evaluation of outcomes.

**Examples of Activities:**

- Mental Health: Use standardized tools to evaluate the effectiveness of a mental health intervention with a client.
- Children and Families: After a set period, evaluate the effectiveness of the services provided to a child and family, and adjust the case management plan as needed to better address their evolving needs.

**2. When will these activities be completed?**

undefined

**3. Critically Analyze- 9.2**

List activities that the student will complete in your agency to assist with learning this competency.

**Practice Behavior:** Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

**Examples of Activities:**

- Mental Health: After several therapy sessions, reflect on the outcomes and effectiveness of your interventions with a supervisor and adjust as necessary.
- Children and Families: Collect feedback from children and families on the effectiveness of the services provided, and incorporate their input into the case management plan to improve outcomes.

**4. When will these activities be completed?**

undefined

### Safety Acknowledgement

When a student begins practicum placement, the agency supervisor should familiarize the student with conditions at the site. Discussion should focus on risk management, safety procedures, and methods for assessing and attending to potentially dangerous situations. If the agency supervisor does not do this, students should request it.

**1. Safety Acknowledgement**

As a part of this learning contract, I understand and acknowledge that the discussion of safety regarding the agency placement will be discussed or has been discussed within the first 30 days of placement.

I Acknowledge

### Student Signature

<b>1. Student Signature</b>
By ticking the box, you acknowledge this will serve as your electronic signature
<input type="checkbox"/> <b>I Acknowledge</b>

### Agency Supervisor Signature

<b>1. Agency Supervisor Signature</b>
By ticking the box, you acknowledge this will serve as your electronic signature
<input type="checkbox"/> <b>I Acknowledge</b>

### Seminar Instructor Signature

<b>1. Seminar Instructor Signature</b>
As the seminar instructor, I acknowledge that I have reviewed the learning contract and the safety acknowledgment, and by ticking the box, I recognize this will serve as my electronic signature.
<input type="checkbox"/> <b>I Acknowledge</b>

## Practicum Performance Student Evaluation

# MSW Student Performance Evaluation (Specialization Year)

## Performance Evaluation

This review is designed to thoughtfully assess the student's progress, strengths, and areas for growth during their practicum placement. Your insights are valuable in supporting their professional development and preparing them for future social work practice. Please complete the evaluation carefully, and feel free to reach out if you need any assistance.

## Rating Scale

**Greatly Below Expectations:** Student's performance does not demonstrate understanding of competencies and behaviors.

**Below Expectations:** Student's performance demonstrates limited understanding of competencies and behaviors.

**Meets Expectations:** Student's performance of competencies and behaviors meets expectations.

**Exceeds Expectations:** Student's performance of competencies and behaviors has exceeded expectations.

**Greatly Exceeds Expectations:** Student demonstrates mastery of competencies and behaviors.

All Stages 

### 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.

	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
1. Competency 1.1 Make ethical decisions by applying the standards of the National Association of Social Worker 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Competency 1.2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
Demonstrates professional behavior, appearance, and oral, written, and electronic communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Competency 1.3 Use technology ethically and appropriately to facilitate practice outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Competency 1.4 Use supervision and consultation to guide professional judgment and behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment**

**1. Comments Related To This Competency**

**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.

	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
1. Competency 2.1 Advocate for human rights at the individual, family, group, organizational, and community system levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Competency 2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment**

**1. Comments Related To This Competency**

**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.

	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
<p>1. Competency 3.1 Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>2. Competency 3.2 Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment**

**1. Comments Related To This Competency**

## 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

	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
1. Competency 4.1 Apply research findings to inform and improve practice, policy, and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Competency 4.2 Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Comment

**1. Comments Related To This Competency**

## Competency 5: Engage in Policy Practice

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

	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
1. Competency 5.1 Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Greatly Below Expectations      Below Expectations      Meets Expectations      Exceeds Expectations      Greatly Exceeds Expectations

2. Competency 5.2  
 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

**Comment**

**1. Comments Related To This Competency**

**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

Greatly Below Expectations      Below Expectations      Meets Expectations      Exceeds Expectations      Greatly Exceeds Expectations

1. Competency 6.1  
 Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies

2. Competency 6.2  
 Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

**Comment**

**1. Comments Related To This Competency**

### 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.

	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
<p><b>1. Competency 7.1</b> Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>2. Competency 7.2</b> Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Comment

**1. Comments Related To This Competency**

### 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

	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
1. Competency 8.1 Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Competency 8.2 Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment**

<b>1. Comments Related To This Competency</b>

**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,

	Greatly Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	Greatly Exceeds Expectations
1. Competency 9.1 Select and use culturally responsive methods for evaluation of outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Competency 9.2 Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comment**

<b>1. Comments Related To This Competency</b>

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**Student Concentration**

<b>1. What is this students concentration?</b>
<input type="radio"/> Children and Family
<input type="radio"/> Mental Health

Comment

<b>1. Comments in relation to their concentration?</b>
<div style="border: 1px solid black; height: 60px; width: 100%;"></div>

Recommended Grade

<b>1. As the agency supervisor what recommended grade would you give this student?</b>
A recommended grade does not suggest that this will be the grade the student receives. It is a suggestion to assist the seminar instructor in understanding where the student is within their placement.
<ul style="list-style-type: none"><li><input type="radio"/> A- The student has excelled in consistently demonstrating all of the practice behaviors associated with the core competencies for interns at the graduate level.</li><li><input type="radio"/> B- The student is meeting expectations in all of the practice behaviors associated with the core competencies for interns at the graduate level.</li><li><input type="radio"/> C- The student has met some of the practice behaviors associated with the core competencies, but there are serious gaps in demonstrating those practice behaviors without constant one- on-one supervision and verbal prompts from the agency supervisor.</li><li><input type="radio"/> F- The student failed to demonstrate any of the practice behaviors associated with the core competencies as expected for intern at the graduate level.</li><li><input type="radio"/> I- The student is functioning above expectations in many of the practice behaviors associated with the core competencies for interns at the graduate level. However, the student was not able to complete all of the required hours and other assignments in a timely manner due to unforeseen circumstances. The Student will receive the grade of "I" until all incomplete assignments and hours are successfully completed prior to the awarding of a final grade.</li></ul>

Placement Information

<b>1. How is the students professional behavior and demeanor at the agency?</b>
<div style="border: 1px solid black; height: 60px; width: 100%;"></div>

**2. How have weekly supervisions been going?**

**3. Is the student currently on track with their practicum hours?**

**Students should not be more than 8-16 hours out of compliance.**

If students are out of compliance with their practicum hours, please specify the number of hours they currently have, the number of hours they are behind, and their plan to make up the difference.

Students should have the following hours:

- Fall Midpoint: 125
- Fall Final: 250
- Spring Midpoint: 375
- Spring Final: 500

- Yes, this student is on track  
 No, this student is not on track

Comment

**4. Date of the Evaluation**

undefined

**5. Student Status**

- Advanced Standing  
 Full-Time  
 Part-Time

**6. Please list everyone present for this evaluation and their title**

### Seminar Instructor Signature

<b>1. Acknowledgement</b>
By checking this box, you acknowledge that this action serves as your digital signature and indicates your agreement to what is outlined in this document.
<input type="checkbox"/> <b>I Acknowledge</b>

### Agency/Task Supervisor Signature

<b>1. Acknowledgement</b>
By checking this box, you acknowledge that this action serves as your digital signature and indicates your agreement to what is outlined in this document.
<input type="checkbox"/> <b>I Acknowledge</b>

### Student Signature

<b>1. Acknowledgement</b>
By checking this box, you acknowledge that this action serves as your digital signature and indicates your agreement to what is outlined in this document.
<input type="checkbox"/> <b>I Acknowledge</b>

## Student Safety Checklist

### SAFETY CHECKLIST

#### Safety at the Practicum Agency

- Know the safety-related policies and procedures for your practicum agency
- Know the policies and reporting procedures related to sexual harassment in your practicum agency
- Know how to enter and leave the building safely (including after dark)
- Know who to report a security breach
- Know the check-in and check-out procedures in your agency
- Know any internal code asking for help (i.e., Dr. Armstrong is needed in room)
- Know if it is acceptable to work with clients with the doors open
- Know if staff and students ever physically hold a client, and under what conditions (i.e., an angry six year old trying to kick another child violently; a teenager trying to leave the facility)
- Know procedures for handling blood related incidents (bloody noses, etc.)
- Know where is the fire extinguisher nearest you, the nearest stairway?
- Know what to do and where to go in case of a fire (or fire drill), or tornado
- Know what to do if another staff person makes you feel unsafe or uncomfortable
- Know where emergency numbers are posted (police, fire department, poison control)
- Know process for reporting injury at the placement agency
- Know how to deescalate angry clients
- Know the agency policy in regards to clients who are inebriated or high (do they have to leave, what if they won't leave, are they encouraged to stay)
- Know how to safely position self in office (access to the door)
- Know how to use the building security
- Know how to use the phone to access help
- Know how to use supervision in regard to safety issues
- Know what to do when clients make threats towards others
- Know how to document incidents or threats
- Know who to contact at the placement site when there is an incident or threat
- Know when to inform Field Instructor/Task Supervisor
- Know what the procedure is if there is a suspicion that someone has a weapon
- Know where to store personal items (purse, cell phone)
- Know policies for after hour meetings with clients

#### Safety in the Community

- Know the agency's policies and procedures for safety in the community
- Is your car ready? (enough gas, well maintained and local map available)
- Park your car facing out, so you can quickly hop into your car and speed away if necessary
- Remember to drive through the community prior to stopping (note where there is a nearby phone, a grocery store, a community center; who is outside, are there large groups gathering; what are the colors that are being worn)
- Carry a CHARGED cell phone (some agencies also use hand held alarms) and know how to use it to call emergency numbers
- Know what your policy is about leaving if you are uncomfortable
- Always leave your daily plan at the office with phone numbers attached

- Leave your purse somewhere else (if you leave it in the back of the car, place it there prior to arriving at the home or in the community)
- Walk confidently to the home, using your eyes to scan around you.
- Don't delay getting in and out of your car (this is not the time to call your next client); have keys in hand approaching your car
- Know the agency policy regarding identification badges (can work for or against you in the community; be aware of the confidentiality issues also)
- Minimal jewelry is probably a good idea
- Who do you tell concerns to and how do you document incidents or threats
- Park where you can easily get out and will not be blocked in
- Know there is safety in numbers
- Carry a health bag in your car (latex gloves, bandages)

### Safety in a Client's Home

- Engage your client
- Respect their space and property
- Show concern about them and their situation
- Being a judge or jury does not enhance your safety
- Until you know the situation well, try to sit where you have access to a door
- When in a potentially hostile environment, maintain an arm and leg length distance between you and others
- Humor is a great gift (be sensitive)
- If you sense a safety issue, find something to agree about with a client (instead of escalating a situation and then leave; you don't have to make your point)
- There can be safety in numbers
- Hardback or leather covered chairs are much less likely to have unwelcome guests in them (lice, bugs, etc.)
- If lice is a concern and you have longer hair, wear your hair pulled up
- If bugs (roaches) are of concern, you may want to wear pants that are tight around the bottom or have elastic around the bottom, or use socks to pull over the bottom of the pants
- If you want to clean up when you leave, you may want to keep baby wipes or antibacterial soap/lotion in your car
- It is sometimes fine to discuss your safety concerns with clients; they can be helpful (they often know safe places nearby, can let you know of gang colors, when it is best to come, where it is the safest to park; they are a wealth of information regarding being safe in their own communities)
- Find out when it would be okay with your agency to ask to meet a client's away from their home (i.e. nearest McDonald's, at a park, etc.)

### Safety Within Yourself

- Self-care plan (exercise, nutrition, friendships, support group, rest, vacation, etc.)
- Personal boundaries (social, work/school/family expectations)
- Compassion fatigue (laying down concerns about work at end of the day)

## **Employment-based internship applications**

### **EMPLOYMENT-BASED PRACTICUM EDUCATION PLACEMENT GUIDELINES**

Students seeking to complete their practicum education placement in their employment must receive approval from the School of Social Work. All practicum education placements in places of employment must meet the following expectations. The student/employee has been employed at the agency for 3-6 months before applying or has an employment history demonstrating an ability to succeed in this setting. The signatures at the end of this form demonstrate agreement to the following:

#### **Two types of requests will be considered.**

1. Students not in a social work role can request an employment-related practicum education placement in another department in a social work role that promotes graduate-level social work competency development. Or the student is requesting a placement separate from their employment to maximize new learning.
  - a. In these cases, no employment hours will count towards the practicum education placement.
2. A student requests a placement at their place of employment and is employed in a position that requires an undergraduate social work or related degree AND is engaged in work-related activities that align with social work competencies and behaviors. Students in these situations may request a placement that allows some employment hours to count toward practicum education.
  - a. Graduate practicum experiences require learning activities outside the scope of the student's employment role to address advanced generalist/master-level social work competency. An employment-based practicum placement must be educationally focused and structured appropriately to achieve the goals and objectives of the practicum education courses and provide learning activities that will meet all required generalist AND advanced generalist (master's level) competencies and behaviors as defined on the learning contract.

#### **Placement Agency Requirements**

- If the student's current employment supervisor is also the practicum supervisor, it is a Council on Social Work accreditation requirement that the employee/student receive separate supervision sessions for each employment and practicum education.
- The student is expected to receive one hour of practicum supervision per week.
- The agency must be willing to establish an Affiliation Agreement with the School of Social Work if one does not already exist.
  - The placement cannot begin until a fully executed Affiliation Agreement exists.
- The agency must be willing to allow the student/employee to attend classes and have an educationally focused practicum experience.
- It is the intent that the student and agency commit to the entirety of the practicum education placement, even if employment is discontinued.
- The agency is willing to allow the practicum supervisor to attend site visits

## Student Requirements

- Students will document practicum placement hours in the learning contract system, and hours will be required by supervisor approval. The student may only accrue up to the weekly average required to meet the minimum number of hours.
  - Hours must be spread equally throughout the semester, and across all semesters, a student is expected to participate in practicum education.
  - Additional hours beyond employment will be required to address all generalist and advanced generalist competencies and behaviors.
  - A student in their generalist semester may count up to 400 employment hours towards practicum education or 16 hours per week, assuming a 16-week semester.
  - A student in their advanced generalist semesters may count up to 500 employment hours towards practicum education or 24 hours per week based upon a 16-week semester.
- Any plan allowing employment hours to count towards practicum education must explicitly document how employment-related activities develop generalist and advanced generalist/master-level competence. [See CSWE Standards](#), also attached below.

## **EXAMPLE OF LEARNING ACTIVITIES**

(Briefly describe the learning activities)

### **Foster Care Licensing Worker**

- 1. Competency 1: Demonstrate Ethical and Professional Behavior**  
Licensing workers maintain confidentiality, set appropriate boundaries, and make ethical decisions while upholding professional standards.
- 2. Competency 2: Engage Diversity and Difference in Practice**  
They ensure cultural sensitivity in recruitment, training, and home evaluations, promoting inclusive practices that respect diverse backgrounds.
- 3. Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**  
By securing safe homes for vulnerable children, workers protect their rights and promote social justice within the child welfare system.
- 4. Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**  
Workers apply evidence-based practices in assessing and training foster parents and adapt their approaches based on current research.
- 5. Competency 5: Engage in Policy Practice**  
They implement licensing policies and often advocate for improvements to better serve families and children.
- 6. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**  
Licensing workers form relationships with foster families, collaborate with agencies, and connect with the broader community to support recruitment and retention.
- 7. Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**  
Conducting in-depth home studies and evaluating family dynamics are essential assessment tasks within the licensing process.
- 8. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**  
They provide training, support, and guidance to help foster parents meet children's needs and maintain a stable home environment.
- 9. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**  
Regular monitoring and re-evaluation of foster homes ensure ongoing compliance and continuous improvement in foster care standards.

**Council on Social Work Education (CSWE)  
2022 Social Work Competencies**

**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.

**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.

**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.

#### **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.

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

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

#### **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.

### **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.

### **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.

### **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.

**Employment-Based Practicum Education Placement Application**

**Student/Employee Name:** \_\_\_\_\_

**Today's Date:** Click or tap to enter a date.

**Agency Information**

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

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

Placement Supervisor Name and Title: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Does The Agency Have an MOA on File with the Practicum Office?  Yes  No

**Current Employment Information**

Date the employee began at the agency: Click or tap to enter a date.

Employee's Department/Program: \_\_\_\_\_

Employee's Job Title: \_\_\_\_\_

Employee Supervisor's Name: \_\_\_\_\_

Supervisor's Telephone Number: \_\_\_\_\_ Supervisor's Email: \_\_\_\_\_

Does this Supervisor Have an MSW (+ 2 years post degree)?  Yes  No

If no, is there an MSW on site that can provide weekly supervision:  Yes  No

MSW on-Site supervisor Name: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email: \_\_\_\_\_

**Proposed Placement Information:**

Is the employee/student requesting employment hours to utilize practicum education?

Yes  No

Will the employee/student complete their internship in the same program/department in which they are employed or within another program?

Same Work  Different Work (complete information below)

Proposed Placement Department/Program: \_\_\_\_\_

Proposed Placement Job Title: \_\_\_\_\_

Proposed Placement Supervisor Name and Title: \_\_\_\_\_

Do they have an MSW (+ 2 years post degree)?  Yes  No

If no, is there an MSW on site that can provide weekly supervision:

Yes  No

MSW on-Site supervisor Name: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Proposed Placement Supervisor Phone: \_\_\_\_\_

Proposed Placement Supervisor Email: \_\_\_\_\_

Is this your  Generalist Year or  Specialization Year?

If in your specialization year, were you at this placement during your generalist year?

Yes  No

If so, you will need to document how this year will differ from last year and enhance your MSW specialization concentration.

Briefly describe the learning activities (see example below if unsure) that you will engage in throughout your internship. If requesting employment hours as part of your practicum placement, clearly document those employment activities that align with advanced generalist/specialization competency development.

Please complete the following schedule to document what days/hours the student will remain at the agency as an employee and what days/hours the student will be fulfilling their practicum placement responsibilities. The practicum placement experience must have a primary educational focus.

<b>Work Hours</b> As an Employee		<b>Work Hours</b> As an MSW Student (if different)	
Monday		Monday	
Tuesday		Tuesday	
Wednesday		Wednesday	
Thursday		Thursday	
Friday		Friday	
Saturday		Saturday	
Sunday		Sunday	

**Please return this application form with the original signatures. Signatures cannot be typed in; they must be a “wet” signature.**

**Only return pages 7-10**

Once reviewed at the School of Social Work and approved by all parties, the Practicum Education Director will sign the application. A confirmation notification will be sent to the student.

**I have read the attached Guidelines for an Employer-Based Field Placement and attest that this proposed placement meets all the identified criteria.**

---

Signature of MSW Supervisor  
(must have an MSW + 2 years of experience after graduation)

Date

---

Print MSW Supervisor Name

---

Signature of Student/Employee

Date

---

Print Student/Employee Name

---

Signature of Task Supervisor  
(if different from the MSW supervisor)

Date

---

Print Task Supervisor Name

\*\*\*\*\* University Approval Below\*\*\*\*\*

---

Signature of Practicum Director

Date

---

Print Practicum Name

**MSW Agency and Practicum Experience Evaluation**

<b>Agency Environment and Support</b>	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The agency provided written copies of its rules, regulations, and policies.					
The agency offered easy access to records and materials for learning purposes.					
Agency staff were prepared for the arrival of students.					
The agency provided opportunities to observe and participate in its full range of operations and activities.					
The agency demonstrated strong support for social work interns.					
The agency consistently adhered to social work values and ethics.					
The agency showed sensitivity and responsiveness to cultural diversity.					
The agency demonstrated a clear commitment to providing quality learning opportunities.					

**Placement Agency Name:**

<b>Learning Opportunities and Skill Development</b>	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The placement offered opportunities to develop social work practice skills.					
The placement supported understanding the relationship between social work practice, evaluation, and research.					
The placement provided opportunities to work with community systems.					
The placement included opportunities to engage in advocacy work.					
The placement encouraged integration of social work theory with practice.					
The placement supported the strengthening of social work values and ethics.					

**MSW Supervisor Name:**

<b>MSW Supervision and Instruction</b>	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The supervisor adhered to the established supervision schedule.					
Feedback provided during supervision was constructive and helpful.					
The supervisor was available for support outside of scheduled supervision times.					
Weekly supervision conferences were held as planned.					
The supervisor encouraged exploration of both strengths and areas for improvement.					
The supervisor provided assistance in designing the Learning Contract.					

**Seminar Instructor Name:**

<b>Faculty Seminar Instructor Involvement</b>	<b>Strongly Agree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
The Seminar Instructor demonstrated knowledge of practicum-related issues.					
The Seminar Instructor maintained effective communication with the agency.					
The Seminar Instructor was available for advising and consultation as needed.					
The Seminar Instructor provided helpful feedback throughout the practicum.					
The Seminar Instructor effectively managed conflicts or challenges that arose.					

**Grievance Form**

**MSW Practicum Grievance & Placement Change Request Form**  
**Student Use Only**

**Student Information**

Full Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Email: \_\_\_\_\_  
Phone Number: \_\_\_\_\_

**Practicum Information**

Current Practicum Site: \_\_\_\_\_  
Practicum Supervisor Name: \_\_\_\_\_  
Start Date of Practicum: \_\_\_\_\_

**Grievance Details**

Please describe your issue or concern regarding your practicum placement or supervisor in detail.  
Attach additional pages if necessary.

Have you previously addressed this issue with your practicum supervisor or faculty advisor?

- Yes
- No

If yes, please briefly describe the date and outcome:

What is your desired outcome?

## Request for Change in Practicum Placement

Are you also requesting a change as part of this grievance?

Yes

No

Reason for requesting a change:

Preferred type of placement or setting (if any):

Are there any sites or supervisors you wish to avoid?

### Student Acknowledgment

I certify that the information provided is accurate to the best of my knowledge. I understand that submitting this form will initiate a review process by the MSW practicum coordinator.

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

Date: \_\_\_\_\_

### *Office Use Only*

Date Received: \_\_\_\_\_

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

Actions Taken/Comments:

**Practicum Concern Form (Concern For The Student)**

Practicum Concern Form

Person Completing The Form \*

0/100

Today's Date \*

0/100

Name of Agency \*

0/2000

Agency Supervisor \*

Please enter the Agency Supervisors Name, Phone Number, and Email

0/4000

Date incident/Concerns Occurred \*

**Details \***

Describe the Incident(s)/ Concern(s)

- Provide a detailed account of the incident. Include facts, actions taken, individuals involved, and the nature of the concern. Specify if the concern relates to behavior, performance, ethics, safety, or any other issues.

0/4000

**Immediate Actions Taken (if any) \***

Detail any immediate actions that were taken to address the situation, such as speaking to the student, informing a supervisor, or involving a third party.

0/4000

**Was the Agency Supervisor present for the incident? \***

If yes, please explain below in the comment box.

- Yes
- No
- N/A

**Was there harm or potential harm to the student or others? \***

If yes, please explain below in the comment box.

- Yes
- No
- Unknown

**Were any policies, ethical standards, or regulations violated? \***

If yes, please explain below in the comment box.


- Yes
- No

**If you answered yes to any of the questions above, please explain. \***

0/4000

**Please attach any supporting documentation.**

If there is any policy violations, ethical concerns, other documentation, please attach here.

 Drag and drop files here or [browse](#)

**Recommended follow up action \***

0/4000

## Action Plan Following Concern

### Follow-Up \*

Based on the concern presented and recommendations, what are the next steps?

- Detail any recommended steps or actions, including supervision adjustments, counseling, additional training, or intervention strategies

0/4000

### Monitor/Review \*

Outline how the situation will be monitored or reviewed, who will be responsible, and a timeline for follow-up

0/4000

### Supporting Documents



Drag and drop files here or [browse](#)

### Action Comment

Add a comment to your Action. Warning: This will be visible to everyone.

## **Appendix B: Agency Information**

### **How to Become a Practicum Agency**

#### **Becoming a Practicum Site for MSW Students**

The School of Social Work values strong community partnerships that contribute to the development of competent, ethical, and reflective social work professionals. Agencies play a vital role in this process by serving as practicum sites where MSW students apply classroom knowledge in real-world settings. This section outlines the process and expectations for agencies interested in becoming approved practicum sites.

#### **Minimum Requirements for Practicum Sites**

Agencies seeking to host MSW students for a practicum must meet the following minimum criteria:

- **Service Scope:** The agency must provide social work-related services that support the development of professional competencies in areas such as clinical practice, community work, advocacy, policy, and/or organizational development.
- **Agency Supervisor:** The agency must designate at least one staff member who holds an MSW degree from an accredited program and has a minimum of two years of post-MSW professional experience. This individual must be available to provide structured supervision.
  - If an agency does not have a qualified MSW staff member on-site, the university may be able to provide an off-site practicum supervisor to support the student's placement.
- **Learning Environment:** The agency must offer a supportive environment conducive to student learning, including access to meaningful tasks, opportunities for professional growth, and regular feedback.

#### **Agency Readiness and Commitment**

Before applying to become a practicum site, agencies are encouraged to assess their readiness and capacity to host a student:

- **Time and Supervision:** The agency should be able to allocate sufficient staff time for weekly supervision (minimum one hour of formal supervision per week) and student oversight.
- **Educational Opportunities:** The agency should be able to offer students exposure to relevant populations, practice methods, and professional experiences aligned with social work learning objectives.

#### **Application and Affiliation Process**

Agencies interested in becoming a practicum site must complete the following steps:

- **Agency Application:** Submit an Agency Interest Form to the School of Social Work's Practicum Education Office, detailing services provided, population(s) served, staff qualifications, and potential student activities.
- **Affiliation Agreement:** Enter into a formal Practicum Affiliation Agreement with the university, which outlines mutual responsibilities, legal considerations, and supervision requirements.

- Site Review (if applicable): Some agencies may be subject to a site visit or interview as part of the approval process.

### **Supervisor Orientation and Training**

All agency supervisors are expected to participate in orientation and ongoing training provided by the School of Social Work. Training topics may include:

- Learning contract development
- Effective supervision practices
- Evaluation procedures
- Ethical and professional standards

Agency supervisors serve as both educators and role models and are critical to the student's professional growth.

### **Student Integration and Supervision**

Once approved, agencies are expected to:

- Provide an Onboarding Process: Introduce students to agency policies, procedures, and staff.
- Co-Develop a Learning Contract: Collaborate with the student and university practicum liaison to develop a plan outlining learning goals, tasks, and evaluation criteria.
- Offer Supervision and Feedback: Ensure consistent, reflective supervision and be available to communicate with the university as needed regarding student progress or concerns.

### **Ongoing Responsibilities and Evaluation**

- Midterm and Final Evaluations: Agency supervisors will complete structured evaluations of student performance and participate in meetings with the student and university liaison.
- Open Communication: Agencies are expected to maintain regular communication with the Practicum Education Office to ensure a successful placement.
- Continuous Quality Improvement: Feedback from agencies, students, and faculty will be used to assess and enhance the practicum experience.



## MSW Agency Interest Form

### **Practicum Education is vital to earning an MSW degree.**

It allows students to apply social work theories from the classroom to social work practice in the real world. Typical settings include schools, grassroots organizations, hospitals, courts, behavioral health clinics, prisons, governmental organizations, senior centers, and community health clinics. Learning opportunities include case management, crisis intervention, counseling, wellness, program management and development, and policy intervention.

We are always looking for experienced social work professionals to provide instruction and supervision to students as part of their training and development of future social workers and colleagues.

### **Things to consider when becoming a learning site:**

- Each placement site must have or enter into a Memorandum of Agreement with the University.
- We would like the placement education site to have an on-site master's level social worker with a minimum of 2 years post-graduation experience.
  - This can possibly be worked out to have an off-site supervisor if needed.
- Placements are approximately 9 months (mid-August to mid-December and mid-January to mid-May).
- As a practicum instructor, you will work with students to develop a plan that specifies learning activities and objectives, provide regular supervision, and evaluate student progress throughout the placement.

If you want to supervise a social work student, please complete this interest form. Once submitted, the MSW Director of Practicum will contact you.

1. Are you interested in taking MSW Students next year? Required to answer. Single choice.

Yes

Maybe

No

2. Is there a social worker at your agency with an MSW who can supervise the MSW Student?

Yes

No

3. How many students are you interested in hosting?

Enter your answer

4. Agency Name

Enter your answer

5. Agency Address

Enter your answer

6. Agency Email

Enter your answer

7. Agency Phone Number

Enter your answer

8. Agency Office

Enter your answer

9. What population does this agency serve?

Enter your answer

10. Name of Person Completing This

Enter your answer

11. Your Title

Enter your answer

12. Your Email

Enter your answer

13. Are you the person who could complete the Memorandum of Agreement?

Select your answer

14. If you are not, please list the name, phone number, and email of the person who could complete the Memorandum of Agreement .

Enter your answer

**Placement Agency Vetting Checklist**

**Initial Placement Agency Vetting Form**

**Placement Agency Name:** \_\_\_\_\_

Review Conducted On: \_\_\_\_\_

- Reviewed University Requirements
  - Met on: \_\_\_\_\_
  
- Discussed Area of Expertise To Support The Student
  - Direct Practice                      - Child Welfare - Social Policy and Advocacy
  - Community Organizing           - Mental Health - Other
  
- Attended Orientation
  - Last Orientation Attended: \_\_\_\_\_
  
- Public Search
  - Google Reviews                      - Licensure Board
  - Better Business Bureau           - Other: \_\_\_\_\_
  
- Discussed Placement with Leadership/Practicum Office Members
  - Discussed on: \_\_\_\_\_
    - o  Approved                       Denied (explain: \_\_\_\_\_)

**Comments:**

## Annual Placement Agency Vetting Form

**Placement Agency Name:** \_\_\_\_\_

Review Conducted On: \_\_\_\_\_

Reviewed University MOA

- MOA is Current:  Yes       No/Expires Soon: \_\_\_\_\_

Attended Agency Orientation

- Last Orientation Attended: \_\_\_\_\_

Public Search

○ Google Reviews                      - Licensure Board

○ Better Business Bureau      - Other: \_\_\_\_\_

Reviewed Practicum Experience Evaluation Data with Leadership/Practicum Office Members

- Discussed on: \_\_\_\_\_

○  Approved       Denied (explain: \_\_\_\_\_)

**Comments:**



**MEMORANDUM OF AGREEMENT**  
**Fayetteville State University**  
**School of Social Work**  
**1200 Murchison Rd, Fayetteville, NC 28303**  
**Phone: 910.672.1334**

THIS AGREEMENT, made and entered into this Click or tap to enter a date. by and between **(placement agency name)** (hereinafter referred to as “Agency”), and the Fayetteville State University School of Social Work, Fayetteville, North Carolina (hereinafter referred to as University);

**WITNESSETH**

THAT WHEREAS, the University desires to enter into an agreement with Agency that would allow Agency to provide field instruction for the University’s social work graduate students;

WHEREAS, the Agency has agreed to be a cooperating and approved agency setting for field instruction for the University’s graduate program in social work;

WHEREAS, the parties hereto desire to reduce the terms of this agreement in writing;

NOW, THEREFORE, for and in consideration of the mutual promises to each other, as hereinafter set forth, the parties hereto do mutually agree as follows:

**A. CONTRACT TERM**

This Agreement shall commence on Click or tap to enter a date. and shall remain in effect unless written notice is given by either party.

**B. UNIVERSITY RESPONSIBILITIES**

The University agrees to the following:

1. To consider the assessment and recommendations of the Agency in matters concerning the field instruction program.
2. To work with the director of the Agency or his/her designee in formulating overall policy and arrangements for the field instruction learning experiences for students.
3. To provide instructional assistance and guidelines to students in the preparation of the learning contract, to include student educational objectives and field learning experiences.
4. To assume responsibility for the overall administration and coordination of the field instruction program, including decisions concerning the progress and

- performance of the student.
5. To be responsible for the general supervision and evaluation of the students' activities.
  6. To be responsible for the selection and assignment of student(s) to be placed in the Agency and to accept the Agency's judgment as to the final acceptance of the student.
  7. To provide non-confidential written information concerning student(s) selected for placement in the Agency and all final decisions regarding placement.
  8. To provide consultation to the field instructor(s) and Agency regarding the general direction, the educational curriculum and the development of the field instruction program.
  9. To ensure that students have professional student liability insurance coverage.
  10. To appoint a faculty liaison whose duties will include the following:
    - a. Serving as the University's liaison to the Agency; and
    - b. Performing periodic visits to the Agency to review the student's progress.

### C. **AGENCY RESPONSIBILITIES**

The Agency agrees to the following:

1. To accept students for placement in the Agency. The Agency and the field education director will negotiate the number of students placed yearly.
2. To accept assignment of students regardless of race, color, national origin, religion, sex, gender identity, sexual orientation, age, disability, genetic information or veteran status.
3. To provide the University with a description of the Agency's function and the purpose of the field placement, including the anticipated learning opportunities that would assist the University in matching students to placements.
4. To provide the opportunity for students to participate in the overall program and activities of the Agency to include preparation and practice competency.
5. To provide opportunities to reinforce learning from all areas of the Social Work curriculum, including practice intervention with persons from diverse backgrounds can be achieved.
6. To ensure that field instructors perform the following duties:
  - a. Adequately supervise the student and meet weekly with the student;
  - b. Orient the student to the Agency and its policies, procedures and services, to include confidentiality and HIPAA standards, safety and infection control and instruction in taking safety precautions;
  - c. Develop a multiplicity of learning opportunities for the student;
  - d. Meet periodically with the faculty liaison to discuss field learning opportunities and student performance;
  - e. Attend appropriate University-sponsored training programs and meetings;
  - f. Monitor the student's performance and complete all reports and evaluations required by the University; and
  - g. Adhere to and follow procedures outlined in the practicum handbook.
7. To provide opportunities for planned contacts between students and other Agency professionals.
8. To allow the usage of Agency facilities/staff/records by students to include, but not be limited to:
  - a. Adequate space to include a desk for a student(s) sufficient for privacy in carrying

- out his/her field placement duties;
  - b. Access and use of a telephone, computer and other appropriate equipment necessary for the completion of duties and responsibilities during field placement;
  - c. Clerical assistance for records and reports which the student is expected to prepare for the Agency; and
  - d. Access to records of clients and Agency that are appropriate for the learning experience of the student.
9. To provide adequate parking for a student's automobile during placement periods.
10. To provide access to first aid and emergency health care for students at the student's expense.

**D. MISCELLANEOUS**

1. **Independent Contractor Status.** The parties acknowledge that Agency is an independent contractor. Nothing in this Agreement is intended nor shall it be construed to create an agency relationship, an employer/employee relationship, or a joint venture relationship between the parties.
2. **Notice.** Unless otherwise provided herein, all notices or other communications required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given if delivered personally in hand or sent by certified mail, return receipt requested, postage prepaid, and addressed to then appropriate party(s) at the following address or to any other person at any other address as may be designated in writing by the parties:

**UNIVERSITY:**

**Dr. Christina Barksdale**  
 Director of Practicum Education  
 School of Social Work  
 Fayetteville State University  
 1200 Murchison Road  
 Fayetteville, North Carolina 28301  
 910-672-1010

**AGENCY:**

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**(Signature of Responsible Person)**

Agency Name: \_\_\_\_\_  
 Responsible Person: \_\_\_\_\_ Title: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Notices shall be effective upon receipt, regardless of the form used.

**3. Entire Agreement.** This Agreement constitutes the entire agreement of the parties and is intended as a complete and exclusive statement of the promises, representations, negotiations, discussions, and agreements that have been made in connection with the subject matter hereof. No modifications or amendment to this Agreement shall be binding upon the parties unless the same is in writing and signed by the respective parties hereto. All prior negotiations, agreements and understandings with respect to the subject matter of this Agreement are superseded hereby.

**4. Amendment.** This Agreement may be amended or revised only in writing and signed by all parties.

**5. Governing Law.** This Agreement and the rights and obligations of the parties hereto shall be governed by and construed according to the laws of North Carolina.

IN WITNESS THEREOF, the parties have executed this agreement in duplicate originals, one of which is retained by each party, effective the day and year first written above.

## UNIVERSITY AGENCY

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**Dr. Sonja Brown**

Provost and Senior Vice Chancellor for Academic Affairs

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**Dr. Samuel Adu-Mireku**

Dean, College of Humanities and Social Sciences

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**Dr. Beverly Edwards**

Interim Associate Dean, School of Social Work

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**Dr. Christina Barksdale**

MSW Director of Practicum Education/Lecturer

## Appendix C: Seminar Instructor Information

### Roles and Responsibilities

## Fayetteville State University School of Social Work

### ROLE OF SEMINAR INSTRUCTOR/LIASION

The seminar instructor/placement liaison bridges the practice community and the school, ensuring a valuable placement learning experience for the student. The seminar instructor/liaison is responsible for:

- Following and maintaining all program requirements, including, but not limited to: meeting based on the hybrid model, which is 51% in-person meetings, utilizing the textbooks to support conversations/navigation of the pedagogy, and grading assignments within the recommended 14-day timeframe.
- Interpreting the MSW curriculum to the placement supervisors,
- Where necessary, training placement supervisors in supervisory techniques,
- Assuring that the educational focus of the placement is maintained,
- Assuring that time expectations and practice assignments are appropriate, and, where not appropriate, assisting the placement supervisor in developing additional assignments
- Participating in the development of student practice goals, objectives, and educational contract
- Evaluating student progress
- Assessing the communication between the student and placement supervisor and, where problematic, facilitating problem-solving,
- Responding to problems raised by a student or placement supervisor
- Assessing the experience provided by the agency and transmitting that information to the Director of Practicum via formal or informal mechanisms,
- Documenting contacts with the student and agency regarding practicum.
- Bringing to the attention of the Director of Practicum Education and the Social Work faculty any student who is experiencing difficulty in the placement
- Assist as the practicum supervisor for your students in places where there may not be an on-site MSW supervisor
  - If needed, this would be a weekly check-in with the student. This can be via telephone/video/email
- Attend monthly liaison meetings and any meetings that require training
- Seminar Instructors are expected to have a minimum of 2 two contacts per semester with the student and placement supervisor.

## **Recommended Time Frame for Liaison Time Contacts Fall Semester**

### **Placement Agency Orientation – (Early August)**

- Attend the first session. Introduce yourself to your placement supervisors at Agency Supervisor Orientation.

### **First three weeks of placement (Before the end of August)**

- Call/email the placement supervisor, introduce yourself, and give her/him your telephone and e-mail.
- Determine how the student is settling in.
- Review the placement supervisor's plans for orientation.
- Discuss the Educational Plan
- Discuss any potential problems raised by the placement supervisor
- Arrange for the first agency visit.

### **Agency Visits**

- Midpoint visits should be completed before **October 10<sup>th</sup>**.
- The Semester Final visit should be completed before **December 5<sup>th</sup>**.
- The purpose of the visits is to determine if the student is settling into their placement, if the student is being assigned appropriate tasks, if there is a positive relationship between the student and placement supervisor, or to identify potential problems. Preferably, make the earliest visits to supervisors or agencies where the student or placement supervisor has issues raised.
- Before you visit, contact your students and inform them that you are scheduling visits. Tell them the purpose and process of the visit, as well as their role in the visit. Ensure that their Learning Contracts are available at the agency on the day of the visit. You will want to ask students to tell you if any specific issues should be raised during the agency visit.
- The visit should be made when the student is at the agency. Since one purpose of the visit is to assess student/placement supervisor communication and problem-solving, as well as to learn about the student's perception of their learning experience, the student needs to be at least part of the visit. When both are present for part of the interview, you can assist in problem-solving if any issues arise.
  - Time should be set aside to meet with the placement supervisor and the student alone.
- **Submit the evaluations via In Place**

### **Discuss with the Director of Practicum if an agency appears to have a significant problem or seems unable to fulfill our expectations.**

- Follow-up calls within a week or two to any agency where the placement supervisor or student raises questions or problems.

## **Recommended Time Frame for Liaison Time Contacts Spring Semester**

### **The first three weeks of the spring semester**

- Call/Email to schedule a second visit between **February 3** and **March 6**.
- Remember that many students will complete their placements by **May 1st**.

### **Agency Visits**

- Midpoint visits should be completed before **March 5<sup>th</sup>**.
- The Semester Final visit should be completed before **April 30<sup>th</sup>**.
- The purpose of the visits is to determine if the student is settling into their placement, if the student is being assigned appropriate tasks, if there is a positive relationship between the student and placement supervisor, or to identify potential problems. Preferably, make the earliest visits to supervisors or agencies where the student or placement supervisor has issues raised.
- Before you visit, contact your students and inform them that you are scheduling visits. Tell them the purpose and process of the visit, as well as their role in the visit. Ensure that their Learning Contracts are available at the agency on the day of the visit. You will want to ask students to tell you if any specific issues should be raised during the agency visit.
- The visit should be made when the student is at the agency. Since one purpose of the visit is to assess student/placement supervisor communication and problem-solving, as well as to learn about the student's perception of their learning experience, the student needs to be at least part of the visit. When both are present for part of the interview, you can assist in problem-solving if any issues arise.
  - Time should be set aside to meet with the placement supervisor and the student alone.
- **Submit the evaluations via In Place**

### **Discuss with the Director of Practicum if an agency appears to have a significant problem or seems unable to fulfill our expectations.**

- Follow-up calls within a week or two to any agency where the placement supervisor or student raises questions or problems.

### Things to Remember

- Ensure you have a current list of student placements, agency names, telephone numbers, addresses, and placement supervisor names.
- If the placement supervisors change, or if you have names of contact persons or placement supervisors that do not match In Place, please let the Director of Practicum know of the change.
- If the student has a task placement supervisor alongside an MSW educational placement supervisor, please let the Director of Practicum know the name, telephone number, and email.

### Topics for meeting with the placement supervisor alone

- Relationship building – you and the placement supervisor
- Discuss how the student is settling in –
  - For agency visits during the fall semester, ask how the student is beginning to integrate theoretical concepts. If this has not happened in supervisory conferences, ask the placement supervisor to begin to ask such questions of the student.
- Answer the placement supervisor's questions about the curriculum, Practicum Handbook, expectations, and assignments.
- Answer the questions the placement supervisor has about supervision techniques
- Have the placement supervisor describe assignments and their purpose
- Have the placement supervisors describe the process of a typical supervisory session.
  - Discuss necessary changes, mainly if supervisory sessions are not conducted regularly for at least one hour a week.
- Discuss specific strengths and concerns about the student's work
- Discuss the process for completing the evaluation form (joint meeting between student and placement supervisor)

### Topics for the meeting with the placement supervisor and student

- Review Educational Plan – discuss how the student is making progress
- Complete the evaluation forms
- Discuss plans for vacation during winter break
- Have the student present to you and the placement supervisor what her/his assignments are, what skills the student is working on, and what the student is learning
- Discuss problematic issues raised by either the student or the placement supervisor, or items that are of concern to you
- Develop plans for dealing with the problems (call back the agency and check with the student one to two weeks later to determine progress on the changes)
- Discuss future learning needs and additional assignments for the remainder of the semester or next semester

### Topics for the meeting with the student at the agency

- Discuss any issues raised by the site visit that are of concern to you or the student
- **If a student was not present at the site visit, a specific individual conference must be scheduled to discuss issues raised at the site visit**
  - Document the visit
- Advise the Director of Practicum if problems are identified
- Present students with significant problems to the social work faculty during MSW/BSW meetings.

**Acknowledgment of the Liaison Role and Responsibilities**

Name of Employee: \_\_\_\_\_

I acknowledge that I have been made aware that Fayetteville State University’s School of Social Work has a Seminar Instructor Roles and Responsibilities policy and that a copy of this policy, in electronic and/or paper form, has been made available to me for review. I understand that it is my responsibility to read and familiarize myself with the policies contained therein. I agree to comply with all policies and procedures applicable to my position. As appropriate, questions about the policy may be directed to the Director of Practicum or Dean of Social Work. I further understand that this policy is not an employment contract and that changes may occur to the policy. I agree to comply with the policies contained in the policy as well as any updates or changes to the policies and procedures contained.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

## Appendix D: Other Forms

### Off-Site Practicum Supervisor Vetting Checklist

#### Off-Site Practicum Agency Supervisor Vetting Form

<b>Potential Supervisor's Name:</b>		
<b>Agency Name</b>	<b>Job Title</b>	<b>Years At Agency</b>
<b>Email Address</b>	<b>Phone Number</b>	<b>Fax Number</b>
<b>Address:</b>		

#### Vetting Checklist:

- Reviewed University Requirements  
 - Met on: \_\_\_\_\_
- Discussed Area of Expertise To Support The Student  
 - Direct Practice                      - Child Welfare                      - Social Policy and Advocacy  
 - Community Organizing           - Mental Health                      - Other
- Background Check  
 - Completed On: \_\_\_\_\_ Expires On: \_\_\_\_\_  
     o  Approved       Denied (explain: \_\_\_\_\_)
- Attended Orientation  
 - Last Orientation Attended: \_\_\_\_\_
- Public Search  
 - Google Reviews                      - Licensure Board  
 - Better Business Bureau           - Other: \_\_\_\_\_

#### Licensure/Experience:

- MSW Degree Plus 2 Years       LCSW                       LCAS  
 CCS or CSI                       Other Degree: \_\_\_\_\_